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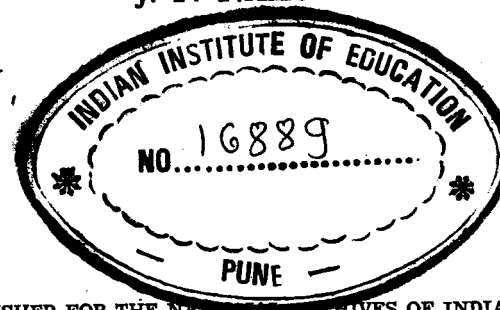
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UNIVERSITY EDUCATION, 1860-87

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FOREWORD

This is the second volume in the series of "Selections from Educational Records of the Government of India" which is being published by the National Archives of India under the scheme of publishing selections of historical significance for the pre-Independence period sponsored by the Ministry of Education. It covers a period of twenty-seven years (1860-1887) and deals with the events that led to the establishment of the Universities of Punjab (now in Pakistan) and Allahabad.

The three Universities of Bombay, Calcutta and Madras were the first to be established in India (1857). They all adopted English as the medium of instruction and laid emphasis almost exclusively on the spread of Western science and culture. This inevitably led to the neglect of two important objectives in the revival of Indian education, viz., the cultivation of oriental learning and the development of modern Indian languages. As early as 1867, therefore, the British Indian Association of the North-Western Provinces (now Uttar Pradesh) submitted a memorial to the Governor-General of India praying that "a system of public education of the highest class" should be established, "in which the arts, sciences and other branches of literature" may be taught through the modern Indian languages and that "either a Vernacular Department be attached to the Calcutta University or an independent Vernacular University be created for the North-Western Provinces."

This memorial started an important controversy in Indian education which lasted for nearly twenty years and dealt with three important problems: (1) the place of Indian Universities in the development of oriental studies; (2) the medium of instruction in the Universities—English or the Modern Indian languages; and (3) the role of Indian Universities—whether they should be merely examining bodies as the Universities of Bombay, Calcutta and Madras were or should they be teaching Universities on the model of the universities of Oxford and Cambridge. A large section of public opinion—Indian as well as European—favoured the establishment of teaching universities which would emphasize the cultivation of oriental learning and adopt the modern Indian languages as media of instruction. This did not imply the exclusion of the study of English at the university stage. On the other hand, the proposal was to teach English

as a compulsory subject and to ensure that every student obtaining a degree from an Indian University had a high proficiency in it; and it was felt that this could be done without adopting it as the medium of instruction. For various reasons, these views were not ultimately accepted by Government and the two Universities that were created as a result of this demand—Punjab in 1882 and Allahabad in 1887—were also mainly modelled on the earlier Universities of Bombay, Calcutta and Madras.

The controversies that centred round the creation of these Universities are, therefore, of great interest to students of Indian education, especially at the present time when the question of the medium of instruction at the University stage is exercising the public mind. This volume, therefore, is appearing at a very opportune moment and I have no doubt that the students of education in India will find it both enjoyable and useful.

It is my pleasant duty to record my sense of gratitude to the members of the Advisory Committee who have offered valuable advice in the publication of this volume. I also express my thanks to Shri K. D. Bhargava, Director of Archives and the staff of the Educational Records Division, and particularly to Shri S. K. Saxena, Assistant Director of Archives, who have given all necessary assistance to the Honorary Editor, Shri J. P. Naik in the selection, editing and annotation of the documents included in the Volume.

PREM KIRPAL,

*Educational Adviser
to the Government of India.*

NEW DELHI,
8th May 1963.

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INTRODUCTION

INTRODUCTION

The Despatch of 1854 suggested that the Government of India should, "take into . . . consideration the institution of universities at Calcutta and Bombay . . . and report . . . upon the best method of procedure, with a view to their incorporation by Acts of the Legislative Council of India¹." It also added—"we shall be ready to sanction the creation of a University at Madras or in any part of India, where a sufficient number of institutions exist, from which properly qualified candidates for degrees could be supplied²." These suggestions were examined by the Government of India and it was finally decided to establish three universities in the first instance—Calcutta, Bombay and Madras. The relevant papers in this context are published in *Papers Connected with the Establishment of Universities in India*, Calcutta, 1857. The universities were actually established in 1857 and their Acts of Incorporation have been published in full in *Selections from Educational Records*, Part II, 1840-59, Calcutta, 1922, by J. A. Richey (pp. 408-26). The story of the growth of universities in India has thus been brought up to 1859 in the earlier publications.

2. This volume carries this history to 1887 when the University of Allahabad was established. During this period of 30 years (1857-87), two more universities were established—the University of Punjab (now in Pakistan) and the University of Allahabad—and thereafter no other university was established in India for the next 28 years. The establishment of these universities raised several important issues such as the following:—

1. Should the universities be merely examining bodies or should they also undertake teaching functions?
2. What are the responsibilities of universities in India towards the preservation and propagation of Indian culture?
3. What should be the medium of instruction at the university stage?
4. What are the objectives of university education?
5. How should the universities be administered and financed?

The documents relating to the establishment of these universities are thus very important and interesting. It was, therefore, decided to bring them out together in one volume.

¹ Despatch from the Court of Directors, No. 49, 19 July 1854, para. 33.

² Despatch from the Court of Directors, No. 49, 19 July 1854, para. 35.

SECTION I: *An Act to empower the Universities of Calcutta, Madras and Bombay to confer such degrees as they might prescribe by bye-laws, in addition to those mentioned in their Acts of Incorporation, with the approval of the appropriate authorities—Act XLVII of 1860. [Documents 1-5].*

3. Within three years of the establishment of the Universities of Calcutta, Bombay and Madras, two significant points emerged. The first was the desirability or otherwise of permitting each university to develop along its own lines. Under the Acts of Incorporation of these universities, all matters of detail regarding courses for examinations were to be determined by 'bye-laws and regulations' framed by the Chancellor, Vice-Chancellor and the Fellows of the University and approved by the Governor-General of India in Council in the case of the Calcutta University and by the Governors of Bombay and Madras in Council in respect of the other two universities. As was only to be expected, each university framed bye-laws and regulations in accordance with its own local conditions and even within this short period of three years, several differences in the prescribed courses of the universities became noticeable. This led to a query whether the standards maintained by the three universities were identical and whether, or to what extent, it would be desirable to insist upon uniformity in their regulations.

4. The second point referred to the specific degrees to be awarded by the universities. The Acts of Incorporation of the universities stated that they could confer, after examination, certain degrees specified in the Acts. The Calcutta University Act, for instance, stated that it could confer the degrees of "Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, and Master of Civil Engineering³". If the university desired to institute any other degree (such as, for instance, of the Bachelor of Engineering), it could not do so unless the Act was amended. It was felt desirable to remove this rigidity by a suitable amendment of the Acts of Incorporation.

5. Both these issues would be found to have been reflected in a letter⁴ from the Calcutta University which, *inter alia*, proposes that the Acts of Incorporation of the universities should be amended with a view to empowering them to confer any degrees they like with the approval of the Executive Government⁵. In approving this proposal, the Government of India also expressed an opinion on the issue

³ See Note 3, p. 483.

⁴ Document 1.

⁵ Document 1, para 23, p. 13.

stated above in paragraph 3 and directed that each university should have the freedom to develop on its own lines and that it is no "object of paramount importance to secure a more perfect uniformity in the Regulations and Bye-Laws of the three Universities than already exists⁶." The same orders were communicated to Bombay⁷ and to Madras⁸, and finally Act XLVII of 1860 was passed⁹ which provided that "it shall be competent to the Chancellor, Vice-Chancellor, and Fellows of the Universities of Calcutta, Madras, or Bombay respectively to confer such Degrees and to grant such Diplomas or Licenses in respect of Degrees as the said Chancellor, Vice-Chancellor and Fellows of any such university shall have appointed or shall appoint by any Bye-Laws or Regulations made and passed or to be made or passed by them in the manner provided in the said Acts and submitted to, and approved by the Governor-General in Council as far as regards the University of Calcutta, or by the Governor in Council of Madras or Bombay as regards the Universities of Madras and Bombay respectively."

SECTION II: *Proposal to establish a fourth University for Northern India—Question of medium of instruction—Establishment of the "Lahore University College". (1867-1870). [Documents 6-12].*

6. For some time, all went well. But in spite of the noble intentions underlying the above orders, all the three universities progressed on almost identical lines—exclusive adoption of English as a medium of instruction combined with an almost equally exclusive emphasis on western science and literature as the subjects of instruction. The modern languages of India were not even studied adequately, to say nothing of their adoption as media of instruction, and the study of oriental learning in Sanskrit, Arabic or Persian was also neglected. As may be easily imagined, these policies were reflected most strongly in the Calcutta University. A dissatisfaction with its system, therefore, soon began to be built up and the first powerful attack on it came from the British Indian Association of the North-Western Provinces, Aligarh, of which the late Sir Saiyid Ahmad was a leading member. This Association submitted a memorial to the Governor-General on 1 August 1867 which has been reproduced in the text¹⁰. It points out that the use of English as the exclusive medium of instruction confines the benefits of higher education to a

⁶ Document 2, para 2, p. 15.

⁷ Document 3.

⁸ Document 4.

⁹ Document 5.

¹⁰ Document 6.

few persons, and that it also prevents the students from acquiring a deep and abiding knowledge of the subjects learnt and makes the following four demands:—

1. That a system of public education of the highest class be established, in which the arts, sciences, and other branches of literature may be taught through the instrumentality of the Vernacular;
2. That an examination in the Vernacular be annually held in those very subjects, in which the student is now examined in English in the Calcutta University;
3. That degrees now conferred on English students for proficiency in various departments of knowledge, be likewise conferred on the students who successfully pass in the same subjects in the Vernacular; and
4. That either a Vernacular Department be attached to the Calcutta University, or an independent Vernacular University be created for the North-Western Provinces¹¹.

7. Written almost a hundred years ago, the wisdom and foresight shown by this document can hardly be over-praised. But obviously, it advocated policies which were too radical for these early days and it is, therefore, no surprise that these requests were turned down. In its reply¹², the Government of India admitted that the views expressed by the Aligarh memorialists were fundamentally sound. It, however, felt that "the Vernaculars of the country do not as yet afford the materials for conveying instruction of the comparatively high order contemplated by the British Indian Association. A large proportion of the books contained in the University Examination Catalogue remain as yet, it is believed, untranslated in the Vernaculars: and it must be borne in mind that even the translation of only such books as are specially prescribed for study by the University would hardly of itself be sufficient to warrant the introduction of the proposed measures, for the object of University education is not merely or principally to secure a knowledge of certain specified books, but to prepare and fit the mind for the pursuit of knowledge in the wide sphere of European science and literature, and for some time to come this can probably be carried on by Natives of India only through the medium of the English language¹³."

¹¹ Document 6, p. 27.

¹² Document 7.

¹³ Document 7, para 7, p. 31.

8. Although the memorial thus failed in its primary objective, it led to one immediate gain. A copy of the memorial and the reply given thereto was sent to the Government of the Punjab which collected about a lakh of rupees through private donations and made a proposal to establish a University at Lahore¹⁴. In support of this proposal, it put forward the following arguments:—

- "(1) That a strong desire exists on the part of a large number of the Chiefs, Nobles, and educated classes of this Province for the establishment of a system of education which shall give greater encouragement to the communication of knowledge through medium of the Vernacular, to the development of a Vernacular literature, and to the study of Oriental classics, than is afforded by the existing system, a system framed to meet the requirements of the University of Calcutta;
- (2) That it is the opinion of Officers, holding high positions in the Educational Department of this Province, that the system of that University is not adapted to the educational requirements of the Punjab, inasmuch as it does not give a sufficiently prominent position to Oriental studies, regards English too exclusively as the channel through which instruction must be conveyed, and prescribes a mode of examination which is calculated, in their opinion, to raise superficial rather than sound scholars;
- (3) That the governing body of that University has recently, through its Vice-Chancellor, expressed unwillingness to modify its system so as to meet the wishes of the Native community and Educational Officers of this Province;
- (4) That in the opinion of many, even were the Calcutta University to consent to modify its system, the area over which its operations extend is too vast, and the populations too varied, to admit of its properly fulfilling the duties devolving upon it; [and]
- (5) That, under these circumstances, a strong desire exists that there should be a separate University for the Punjab and its Dependencies, constituted on principles more in harmony with the wishes of the people¹⁵."

9. The Punjab Government also pointed out that, with this object, large donations have been collected and promised and that they would

¹⁴ Document 8.

¹⁵ Document 8, para 4, pp. 33-34.

bring an annual income of about Rs. 21,000 to the University. It, therefore, requested that the Government of India should give a grant-in-aid of an equivalent amount and also assist the Institution by grants of available waste lands.

10. The Government of India was not prepared to accept this proposal. In its detailed and comprehensive reply¹⁶ to this letter, it admitted that the 'general principles on which these proposals are based' were essentially 'sound'; that the present movement in the Punjab 'deserves the sympathy and the substantial help of the Government of India'; and that 'the demand for a University in Northern India must before long be admitted'. On the other hand, it pointed out that what the Punjab needed was a 'teaching body' or a 'college' rather than an 'examining body' or a 'university'; that to establish a university for the Punjab would be tantamount to authorizing the Punjab Education Department to 'test the success of its own labors'; and that it would be a better plan to establish a new university for the whole of Northern India. The Government of India, therefore, made two specific proposals: (1) that the Lahore Government College should be expanded and improved with the help of the private contributions of Rs. 21,000 per year supplemented by an equivalent grant from Government; and (2) the question of establishing a University for the whole of Northern India should be explored jointly by the Governors of the Punjab and the North-Western Provinces.

11. Unfortunately, these orders were not welcome to the Government of the Punjab which was enthusiastic for the establishment of a separate University. The Government of the Punjab, therefore, urged a reconsideration of the whole issue¹⁷ on two main grounds: firstly, it pointed out that the refusal to set up a new university in the Punjab would be a very keen disappointment to the people and might 'practically bring to an end the educational movement which has sprung up amongst the leading members of the aristocracy and gentry of the Punjab'; and secondly, it also stated very emphatically that the proposal to have a common university for the Punjab and the North-Western Provinces was extremely impractical and foredoomed to failure. This letter has a number of accompaniments of which the Minute¹⁸ by the Lieutenant-Governor of the Punjab, dated 10 February 1869, is the most important and contains the most powerful defence of the original proposal. In view of these strong feelings, the Government of India decided to yield to some extent and

directed¹⁹ the creation of an institution under the title of the "Lahore University College", by attaching a dignified body called the 'Senate' to it. This Senate, which was constituted on a very liberal basis, was vested with wide powers—it controlled the teaching in the College, conferred fellowships and scholarships, granted certificates of proficiency and functioned as a consulting body in all matters of public instruction, including primary education²⁰. The modern Indian languages were also allowed to be used as media of instruction, wherever possible; but both teaching and examinations in subjects which could not with advantage be carried on in these languages, were to be conducted in English. In spite of these changes, the Lahore Government College was also to continue as an affiliated College of the Calcutta University.

12. Thus ended the first phase in this movement for the establishment of a university for the Punjab. The Local Government and the people wanted a university; the Government of India was willing to give them a good College; and hence the ultimate compromise reached was to create a motley institution called the "Lahore University College"²¹ in 1869. The full details of its working can be seen from the Notification of its establishment.²²

13. This correspondence is of interest for a number of matters among which three may be pointed out here. It discusses the relative claims of Lahore and Delhi for being the seat of the new university²³. It also shows how the people were now coming forward with comparatively large gifts of money for the spread of education—a trend which was to increase several-fold in the years to follow. But by far the most important sidelight it throws is on the steady development of the concept of the autonomy of universities. For instance, the Government of India could have persuaded or even directed the Calcutta University to meet the wishes of the people in the Punjab. But it refused, on principle, to influence the policy of the University. In this context, the following passage from the letter of the Government of India, No. 558 dated 19 September 1868, would bear a quotation in full: "It is, no doubt, possible that, notwithstanding the late refusal of the Calcutta University to alter its system of examination to suit the requirements of the Upper Provinces, it might reconsider its determination if asked to do so by the Government. But it

¹⁶ Document 9.

¹⁷ Document 10.

¹⁸ Document 10, pp. 51-55.

¹⁹ Document 11.

²⁰ Document 11, para 6, p. 57.

²¹ The name of this institution was changed later on to "Punjab University College". See Note 19, p. 485.

²² Document 12.

²³ See Footnote to Clause I of paragraph 6 of Document 8, p. 35.

seems inexpedient to persuade the Calcutta University by official influence to depart from a system which it believes to be right²⁴."

SECTION III: *Proposal to establish a fourth University for Northern India—Modifications made by the Calcutta University to meet the educational needs of the North-Western Provinces and Oudh. (1868-1872). [Documents 13-23].*

14. We shall now turn to the developments in the North-Western Provinces and Oudh. A copy of letter No. 558 of 19 September 1868 from Government of India to the Government of the Punjab²⁵ was also sent to the Lieutenant-Governor of the North-Western Provinces and it was suggested that the Lieutenant-Governor of the Punjab would get in touch with him and that they should make a joint proposal for the establishment of a University for Northern India as a whole²⁶. But since Sir Donald Macleod, the Lieutenant-Governor of the Punjab, showed no inclination to work out the suggestion, Sir William Muir, the Lieutenant-Governor of the North-Western Provinces, decided to examine the issue independently for his own Province and to submit his own proposals on the subject to the Government of India.

15. He consulted three officials on the subject—Mr. M. S. Howell, a former Inspector of Schools; Mr. H. S. Reid, the former Director of Public Instruction; and Mr. Kempson, the then Director of Public Instruction. The notes on the subject prepared by Messrs Howell and Reid are reproduced in the text²⁷. Both these senior officers agreed that the conditions essential for the establishment of a new university did not then exist in the North-Western Provinces or even in the Punjab; that English should be studied as a compulsory subject but not used as a medium of instruction; that the modern Indian languages should be adopted as the media of instruction, first in secondary schools and then in the colleges also; and that these objectives could be achieved by introducing some modifications in the Calcutta University. Mr. Howell, for instance, felt that "a Vernacular Examining Department at the Calcutta University, or a Board of Examiners for the North-West Provinces, who should examine in the vernacular, and upon whose certificates the Calcutta University should grant degrees, would answer the purpose for the present²⁸," although he felt that the creation of a Vernacular University

would ultimately be inescapable. "A University" he writes, "is not merely a teaching and examining body, it should also occupy itself in the acquisition and diffusion of fresh knowledge. A Vernacular University, with a staff of resident Native Professors and Fellows, selected for their qualifications, and able to devote themselves to study and writing, would have an incalculable influence upon the direction and development of Vernacular Literature. The students also would gain by residence at such a University all the advantages of personal intercourse with the leading native thinkers of the day, and of wider competition amongst themselves. A University which should thus gather to itself all the elements of Native intellectual life in Upper India, would command a warmer sympathy, and exercise a more direct influence than a University which, like that at Calcutta, maintains a cold connexion with its scattered *alumnie* [alumni] in the affiliated institutions of these provinces merely by periodical examinations²⁹." Mr. Reid also opined that, in order to modify the Calcutta University system to meet the needs of the North-Western Provinces, "arrangements must be made for the examination of candidates for matriculation, and of undergraduates through the medium of the Vernacular³⁰." If the Syndicate of the Calcutta University declined to modify the existing system in this way, Mr. Reid felt that "the creation of an University for Upper India will be a necessity. Its headquarters should be Delhi, as being the place best suited for both the North-Western Provinces and the Punjab, and as being, moreover, the birth-place (so to speak) of the most important of all the Indian Vernacular languages—Urdu³¹."

16. Mr. Kempson's views are also reproduced in the text³². He did not share the warm enthusiasm of Messrs Howell and Reid for the adoption of modern Indian languages as media of instruction. But he agreed with them on two main points: (1) that the educational situation in the North-Western Provinces did not justify the creation of a new University and (2) that some modification of the Calcutta University system was necessary if the needs of the North-Western Provinces were to be properly met. He, therefore, suggested that there should be a Branch Syndicate of the Calcutta University for Upper India. "I would locate this Syndicate", he writes, "at Allahabad, and place within its jurisdiction the North-Western Provinces, Oudh, the Central Provinces, Rajpootana and Behar. It would have a Vice-Chancellor

²⁴ Document 9, para 13, p. 43.

²⁵ Document 9.

²⁶ Document 9, para 16, p. 43.

²⁷ Document 13, pp. 67-80.

²⁸ Document 13, p. 70.

²⁹ Document 13, p. 71.

³⁰ Document 13, p. 79.

³¹ Document 13, p. 20.

³² Documents 14 and 15.

and a Registrar of its own, the former of whom would confer degrees by license from the Chancellor at Calcutta, and have the power in concert with his Syndicate of managing the business of standards and tests under subordination to the Calcutta Senate. The expenses of a Registrar and Office with attendant charges might be borne by fees levied within the jurisdiction of the Branch Syndicate. The formation of such a body would, I am persuaded, be a great relief to the Calcutta Authorities. It would deal most satisfactorily with movements and questions of local interest, which cannot be well neglected at this period in the history of education in India, and it would form an excellent nucleus for the foundation of a fourth University in accordance with the terms of the Educational Despatch of 1854, when the proper time arrived³³."

17. With this advice before him, Sir William Muir, the Lieutenant-Governor of the North-Western Provinces, could easily formulate his proposals on the subject³⁴. He came to the conclusion that the educational situation in his province did not justify the establishing of a new University; and he also felt that some modifications of the Calcutta University were essential to make its influence more effective in the North-Western Provinces. He, therefore, suggested the adoption of three measures:—

1. A greater representation should be given to persons from the North-Western Provinces in the Senate of the Calcutta University;
2. A branch of the Senate of the Calcutta University should be established in these Provinces; and
3. A convocation should be annually held at Allahabad for the confirmation of degrees granted by the Calcutta University.

If these measures were adopted, Sir William Muir felt that the two points at dispute, viz., the encouragement to be given to the study of Oriental literature and the adoption of the modern Indian languages as media of instruction and examination, could be solved satisfactorily in due course.

18. The Government of India viewed these proposals with sympathy³⁵ and, in due course, forwarded them to the Calcutta University for consideration. In connection with them, Mr. E. C. Bayley, the Vice-Chancellor of the Calcutta University (who was also the Secretary to the Government of India in the Home Department),

³³ Document 15, para 4, p. 89.

³⁴ Document 16.

³⁵ Document 17.

prepared an elaborate Minute on the subject which has been reproduced in the text³⁶. It will be seen from this Minute that Mr. Bayley was inclined to accept the proposal that greater representation should be given to persons from the North-Western Provinces in the Senate of the Calcutta University; and he even suggested the revision of the rules for the transaction of business at the meetings of the Senate with a view to giving a greater opportunity to absent members for participation in the deliberations through written Minutes. He was also prepared to consider the holding of an annual convocation at Allahabad. But he strongly opposed the idea of having a Branch Syndicate for the North-Western Provinces on the ground that the authority of Syndicate at Calcutta must continue to be undivided—an argument which has a strong and obvious justification. Turning to the two major problems of encouragement to Oriental literature and the adoption of modern Indian languages as media of instruction, Mr. Bayley proposed that the examinations for University entrance should be optionally conducted in the modern Indian languages, that in all examinations, a somewhat higher value should be given to the marks in these languages, and that the students may be permitted to substitute English by a higher standard of attainment in the classical languages.

19. The Syndicate of the Calcutta University desired that these views should be communicated to the areas under the jurisdiction of the University for their comments³⁷. The comments received from the Chief Commissioner of Oudh are reproduced in the text³⁸ as also those of the Lieutenant-Governor of the North-Western Provinces³⁹. In view of these and other opinions received, the Senate of the Calcutta University decided, in its meeting held on 29 December 1871,

- “(a) that for the better encouragement of vernacular education and literature an examination in vernaculars be instituted by the University, on plan of the middle-class examinations conducted by British Universities;
- (b) that a Convocation for conferring degrees upon graduates of the North-West Provinces, the Punjab, Oudh and the Central Provinces be held annually at Allahabad;
- (c) that notices of meetings of the Faculty of Arts for the discussion of all business of importance be circulated to all members, resident and non-resident, in order that any

³⁶ Document 18.

³⁷ Document 19.

³⁸ Document 20.

³⁹ Document 21.

minute they may forward to the Registrar may be laid before the meeting of the Faculty;

- (d) that Persian be added to the list of second languages for the First Arts and B.A. Examinations;
- (e) that as a part of the Entrance Examination in Oriental languages, the examiners shall set a paper containing passages in English to be translated into one of the vernaculars of India at the option of the candidate, the passages being taken from a newspaper or other current literature of the day⁴⁰."

Detailed rules for the conduct of examinations in the modern Indian languages were also framed⁴¹. These were approved by the Government of India on 30 January 1872⁴².

20. Thus came to an end a long discussion and controversy. It began in 1869 with the grand idea of establishing a new University in the North-Western Provinces with a view to adopting modern Indian languages as media of instruction and examination at all stages and of encouraging the study of Oriental literature. At the end of about three years, all that came out of the proposal were three minor decisions: (a) to hold some examinations in modern Indian languages under the Calcutta University; (b) to introduce Persian as a second language in the first Arts and B.A. examinations; and (c) to hold a separate annual Convocation at Allahabad.

21. It may also be noted that the approach made to this problem in the North-Western Provinces was entirely different from that in the Punjab. The Lieutenant-Governor of the Punjab approached prominent Indian people, collected a large fund and was most emphatic in his demand for the establishment of a new University which would encourage the study of classical and modern Indian languages. On the other hand, the Lieutenant-Governor of the North-Western Provinces and Oudh was convinced that the educational situation in his Province was not ripe for the establishment of a University. He, therefore, asked only for some minor modifications in the existing system of the Calcutta University and these were granted subject, as usual, to some dilutions by the higher authorities.

⁴⁰Document 22, para 2, p. 121.

⁴¹Document 22, pp. 122-25.

⁴²Document 23.

SECTION IV: *Establishment of a College at Allahabad as a nucleus of a future University for the North-Western Provinces—Memorial from the Members of the Allahabad Institute—Approval of the scheme. (1869-1872). [Documents 24-38].*

22. Even as early as 1869, the Lieutenant-Governor of the North-Western Provinces opined that his great need was, not a university, but the development of schools and colleges in general and the establishment of a College at Allahabad in particular, and hoped to be able to submit concrete proposals on the subject before long⁴³. The establishment of the Punjab University College also acted as a stimulus to a further effort in this direction; and the idea of establishing a College at Allahabad as the nucleus of a future University may be said to have taken a definite shape on 15 August 1869 when a memorial signed by 55 citizens of Allahabad (who had donated about Rs. 17,000 in total⁴⁴) requested the early establishment of a College at Allahabad, the capital of the North-Western Provinces. This memorial was strongly recommended by the Commissioner to whom it was originally submitted and by the Director of Public Instruction who also worked out a detailed scheme for its establishment. The Lieutenant-Governor welcomed the proposal and directed that the entire correspondence on the subject⁴⁵ should be published in the Official Gazette in English and Urdu because the project "is not merely local, but aims at eventually supplying a want felt by the whole of these Provinces," and because "chiefs and leading men throughout the country should have the opportunity, if they desire it, of showing their interest in the proposal, and of giving it their countenance either in the shape of general contributions or of scholarships or endowments for any oriental or other special purpose⁴⁶."

23. The original idea was that the proposed College at Allahabad should cater to the needs of the North-Western Provinces as well as to those of Oudh. It was, therefore, decided to ascertain the views of the Chief Commissioner of Oudh on the proposal and also to find out if the people of Oudh would participate in the project⁴⁷. Unfortunately, the response was far from happy. The Chief Commissioner of Oudh was of opinion that the needs of Oudh in higher education were already being met by the Canning College at Lucknow and that the people of his area would not be interested in contributing to the establishment of a College at Allahabad. The establishment of

⁴³Document 16, para 18, pp. 94-95.

⁴⁴For list of donors, see Document 24, pp. 135-37.

⁴⁵Document 24(ii), para 7, p. 139.

⁴⁶Document 24(ii), para 7, p. 139.

⁴⁷Document 25.

a University at Allahabad might have been of interest to the people of Oudh. But since the present proposal was restricted merely to the establishment of a College, the Commissioner politely declined to participate in the project⁴⁸.

24. Henceforward the proposal was, therefore, restricted to the North-Western Provinces only and, on this basis, the Government of the North-Western Provinces submitted a detailed proposal for the approval of the Government of India⁴⁹. By this time (May, 1870), the total amount of contributions collected had risen to Rs. 1,74,955. This included "the princely offering of a lakh of rupees by the Maharajah of Vizianagram, and large sums from His Highness the Nawab of Rampore, Maharajahs of Rewah and Benares, and other leading chiefs and land-holders in these Provinces⁵⁰." The Lieutenant-Governor of the North-Western Provinces, therefore, drew up a proposal whose main features were:

- (a) The establishment of a University College at Allahabad which would also be combined with a High School;
- (b) The concentration of the teaching power in the Central College at Allahabad, by transferring the staff, wherever necessary and possible, from the other colleges in the Provinces to the proposed College at Allahabad; and
- (c) Assisting the building of the College with a grant-in-aid of Rs. 50,000 from the Government funds.

25. The Government of India, however, did not pass any orders on the proposal for more than six months; and, therefore, the Lieutenant-Governor of the North-Western Provinces again represented to the Government of India regarding the urgency of establishing the College⁵¹. He pointed out that the contributions to the College had since increased to Rs. 1,97,928 and that further contributions were still continuing to be received. "More than half a year has now elapsed", wrote the Secretary to Government, "since the case was laid before the Government of India, and His Honor earnestly solicits, early and favorable consideration of the request that Government will assist, as a first step, by sanctioning the expenditure of half a lakh of rupees as a grant in aid of a like sum which the College Committee have appropriated for the building⁵²."

26. This strong protest precipitated a decision and, on the 12 January 1871, the Government of India accepted, in principle, the

⁴⁸ Document 26.

⁴⁹ Document 27.

⁵⁰ Document 27, para 5, p. 144.

⁵¹ Document 28.

⁵² Document 28, para 6, p. 147.

proposal to establish a College at Allahabad⁵³. In doing so, however, it pointed out that "the Government of India offer no opinion at present to the desirability of establishing a University for the North-Western Provinces, or to acquiesce immediately in the withdrawal of the new College from the influence of the Calcutta University⁵⁴." Secondly, the Government of India also did not like the idea of combining the College at Allahabad with a High School and suggested that the two should be kept separate⁵⁵. Thirdly, the Government of India did not also appreciate the suggestion that the status of the other Colleges in the North-Western Provinces may be reduced in order to build up the College at Allahabad, and desired that the efficiency of the Benares College, to the maintenance of which it was pledged, should not be adversely affected⁵⁶. Subject to these limitations, the Government of India appreciated the large donations given by the people towards the project and directed that further steps towards the establishment of the College might be taken. Permission was also given to reappropriate Rs. 50,000 for the College building from savings elsewhere. The correspondence was also submitted to the Secretary of State for India who approved of the above orders and wrote—"I trust that hereafter the College at Allahabad may expand into an University for the North-Western Provinces and for the Punjab⁵⁷."

27. On receipt of these orders of the Government of India and in anticipation of approval by the Secretary of State, the Government of the North-Western Provinces finalised its scheme for the establishment of the college at Allahabad⁵⁸. A significant feature of the proposal now drawn up was to concentrate the under-graduate teaching in the Provinces at the Allahabad College. "The scheme", said the Government, "proposes that the new institution shall provide the means for the education of under-graduates throughout these Provinces, who aspire to pass the higher tests of the Calcutta University. The teaching in the District Colleges will then, as a rule, not proceed beyond the preparation of matriculated students for the First Arts Examination. In point of fact, those who study beyond that standard are so few in number, that it is not worthwhile keeping up a complete teaching establishment at the outlying colleges for the rare exceptions⁵⁹". The total cost of the scheme was estimated

⁵³ Document 29.

⁵⁴ Document 29, para 4, p. 152.

⁵⁵ Document 29, para 6, p. 153.

⁵⁶ Document 29, para 5, pp. 152-53.

⁵⁷ Document 30, para 3, p. 155.

⁵⁸ Document 31.

⁵⁹ Document 31, para 5, p. 157.

to reach Rs. 4,950 per month at the minimum and Rs. 6,750 at the maximum when the institution developed to its full stature. The immediate expenditure required was, however, much smaller and was estimated at Rs. 2,730 per month at the minimum and Rs. 3,830 per month at the maximum. In view of the retrenchment proposed in the District Colleges of Agra, Bareilly and Benares, however, the net increase in expenditure on account of the college was expected to be even smaller. It was thus a very small scheme from the financial point of view, although its educational advantages were considerable.

28. Unfortunately, the Government of India did not react very favourably to these proposals. In its letter⁶⁰ dated 9 May 1872, a number of doubts were raised. In particular, the Government of India did not appreciate the reduction in the status of the Colleges at Agra and Bareilly. "These colleges", said the Government, "are both conveniently situated for providing University education to the students of large and important tracts of country, especially that of Bareilly, situated in the stronghold of the Mahomedan population of the North-Western Provinces, and His Excellency doubts the policy of seriously reducing these colleges to establish a college elsewhere⁶¹." The Government of India, therefore, suggested certain other methods of retrenchment and concluded in these words: "If by these means or any of them, and by the aid of fees and private liberality, the Lieutenant-Governor can provide the funds for the institution of the College, the Governor-General in Council will be prepared to recommend to the Secretary of State the admission of the Principal as a new appointment in the graded list, a sanction which is requisite under existing rules⁶²."

29. The Government of the North-Western Provinces was seriously upset over these orders because they meant that the opening of the College would again have to be postponed by a year or more. It, therefore, made a strong representation to the Government of India on 13 May 1872⁶³. It assured the Government of India that all the funds necessary for the College had been provided in the budget for 1872-73 and that the District Colleges will not be allowed to suffer in any way on account of the new College. It also pointed out that the public which had contributed more than Rs. two lakhs for the institution⁶⁴ was getting impatient and that a large body

⁶⁰ Document 32.

⁶¹ Document 32, para 3, p. 163.

⁶² Document 32, para 11, p. 164.

⁶³ Document 33.

⁶⁴ For the names of the contributors, see Annexure B, Document 28, pp. 147-51.

of students was waiting for admission. Under these circumstances the Government of the North-Western Provinces requested telegraphic sanction of the proposals in anticipation of the orders of the Secretary of State.

30. This strong representation had the necessary effect. The proposals made by the Government as early as in January 1872 were now approved *in toto*⁶⁵ and were submitted to the Secretary of State for India⁶⁶. The formal financial sanction of the Government of India to the creation of the necessary posts and to the additional expenditure involved was also conveyed⁶⁷ immediately and the *ex-post-facto* sanction of the Secretary of State was obtained in October 1872⁶⁸. The College itself had already started to function from 1 July 1872 in Lowther Castle, now known as Darbhanga Castle.

SECTION V: *An Act to enable the Calcutta University to confer honorary degrees—Act XXI of 1875 [Documents 39-41].*

31. The Indian universities had been empowered, under the Acts of 1857 and 1860, to examine persons and to confer degrees upon those who showed proficiency according to prescribed standards. They had no power to confer 'honorary' degrees which do not require an examination and which are ordinarily conferred on persons of eminent position and attainments. The proposal that the Calcutta University should be empowered to confer such honorary degrees was first discussed by the Senate in 1862 and was dropped on the ground that it was not sufficiently mature enough to exercise this unique authority. But the problem was again revived in 1875 on the eve of the visit of His Royal Highness the Prince of Wales. The Governor-General proposed that the Calcutta University should confer the honorary degree of LL.D. upon His Royal Highness. While this suggestion was appreciated, it was also pointed out that the University had no authority to confer an honorary degree. Act XXI of 1875 was, therefore, hurriedly passed to empower the Calcutta University to do so.

32. The extract from the Proceedings of the Central Legislative Council dated 14 December 1875⁶⁹ explains the genesis of the legislation. The law empowers the Calcutta University to confer

⁶⁵ Document 34.

⁶⁶ Document 35.

⁶⁷ Documents 36 and 37.

⁶⁸ Document 38.

⁶⁹ Document 39.

any academical degree on any person *without* a previous examination, provided that the Vice-Chancellor and four members of the Syndicate certified in writing that the person concerned was fit to receive the degree by reason of his eminent position and attainments⁷⁰. The Secretary of State also approved of the law; but observed that 'the power of granting honorary degrees should be sparingly exercised and that its exercise should in the main be reserved for such exceptional occasions as that which immediately led to the enactment of this measure⁷¹."

SECTION VI: *Proposal to establish a University for the Punjab—Memorial from the Senate of the Punjab University College—Approval of the scheme. (1876-1877). [Documents 42-45].*

33. In 1876, the Government of India approved the proposal for the establishment of a university in the Punjab. The credit for this success must go to the ingenuity with which the Senate of the Punjab University College played its cards. As soon as it came to know that Queen Victoria had decided to assume the title of the Empress of India on 1 January 1877, it submitted a Memorial to the Governor-General in Council praying that the Punjab University College may fittingly be raised to the status of a University on this occasion⁷². The reasons urged in support of the request included, not only the educational consideration of the great progress of the Punjab University College since its opening in 1870, but also the political consideration that the influence of the proposed University would extend, to some extent, "over Cashmere, Cabul and Beluchistan. It has students in its college from Central Asia, who may, it is hoped, carry to their homes both some culture and a lessened antipathy to British influences⁷³." The Memorial was forwarded and recommended by the Government of the Punjab⁷⁴. It is pleasant surprise to find that the political tinge given to the argument by the Senate went straight home and the Governor-General in Council immediately approved of the proposal⁷⁵, and the legislative Department was asked to prepare the necessary legislation⁷⁶.

⁷⁰ Document 40.

⁷¹ Document 41.

⁷² Document 42.

⁷³ Document 42, pp. 186-87.

⁷⁴ Document 43.

⁷⁵ Document 44.

⁷⁶ Document 45.

SECTION VII: *Proposal for establishment of an additional University for Bengal—Minute—Proposal abandoned, (1877). [Documents 46-48].*

34. When the establishment of an additional university was announced for the Punjab, Sir Richard Temple, the then Governor of Bengal, submitted a proposal for the establishment of an additional university for his Province⁷⁷. His idea was that Calcutta should continue as an Imperial University for the whole of India or for a number of provinces and that Bengal should have its own separate provincial university. The proposal is of interest because it puts forward, for the first time, the need for Central universities in addition to State universities. By the time the Government of India took up the consideration⁷⁸ of the proposal, Sir Richard had already retired from office. The comments of his successor⁷⁹ were, therefore, called for and as these were hostile, the proposal was dropped.

SECTION VIII: *Establishment of a University for Punjab—Draft Bill—Minutes—Memorials—Act XIX of 1882. (1877-1882). [Documents 49-73].*

35. The snap decision of 1877 to establish a university for the Punjab was not liked in several circles, official as well as non-official. Consequently, a good deal of opposition to the proposal was made *after* the decision was taken. For very obvious reasons, such a major decision taken and announced on so auspicious an occasion could not be changed. But the net effect of the opposition was to delay its implementation and although the decision to establish a University for the Punjab was taken on 1 January 1877, the Act of its incorporation became law only on 5 October 1882.

36. The first step⁸⁰ in this long-drawn out process was taken on 7 July 1877 when the Government of the Punjab forwarded a draft Bill⁸¹ on the subject to the Government of India. This document is really a very able defence of the policy underlying the proposed Punjab University, viz., (a) adoption of the modern Indian languages as media of instruction without neglecting the study of English, (b) encouragement to the study of oriental literature, and (c) undertaking of teaching functions in addition to those of holding of examinations and conferring degrees. In this context, the following extract from the letter will be found to be of great interest:—

"The University which it is here proposed to found is an experiment new in India. That it is one eminently worthy

⁷⁷ Document 46.

⁷⁸ Document 47.

⁷⁹ Document 48.

⁸⁰ Document 49.

⁸¹ Document 50.

of a trial and containing ample promise of success, has been proved by the enthusiasm with which it was received, and by the large subscriptions and donations given, not only by Chiefs and Princes of the Province, but by the middle classes, who have thoroughly sympathised with a measure which promised to allow the people a voice in questions regarding popular education, and which was to encourage the classical languages to which they were naturally attached. Those who object to the creation of a college in the North on principles differing from those of the Calcutta University, will doubtless found their objection on the success of the latter institution; but the Honourable the Lieutenant-Governor would distinctly question whether the Calcutta University has been a success. In the first place it is not a University at all, but a mere examining Board. It has set up a standard to which all parts of India were compelled to conform—whatever the differences of race or religion or circumstances or history;—all had to pass through the curriculum established by the Calcutta Board, and all education, without the narrow limits of the department, was virtually prohibited.

"8. Even in Bengal the results of the Calcutta University do not appear to the Lieutenant-Governor wholly successful. Its students are not distinguished by high scholarship or by loyalty; while, so far from the education imparted being popular or national, the English trained students of Calcutta constitute an isolated and denationalized body, their education having removed them from their own people instead of bringing them into more sympathetic relations with them. That this is the result of the system of education of which the Calcutta University is the crown, the Lieutenant-Governor does not think that any one conversant with India can deny.

"9. The creation of the Punjab University rests, therefore, on grounds altogether apart from those which relate to the position or work of the Calcutta University. What is intended in the Punjab is to place the higher education in sympathy with the people, and not in opposition to them. To retain English for the highest degrees, and as essential to a complete and high class education; but to reach the masses, to disseminate the truths of science and art and history through the medium of the vernacular languages among those whom it is impossible to instruct in English, and whom, were it possible, it would be

inexpedient so to instruct. There is no danger in this Province of English being neglected. It is recognized generally as the key which opens the door to all the higher kinds of employment under the British Government, while, from the absence of sufficient text books at present, it is impossible to obtain in many subjects, and especially in science, any competent instruction without it. But when English is made other than optional save for the highest University degrees, when it is made compulsory upon students in their entrance and matriculation examinations, when no opportunity is given to them of obtaining either high degrees or titles of honour for proficiency in other languages than English, then either the progress of high education is checked at once, or the study of the English language is forced upon a very large class of students for whom the Government is unable to provide employment, and who, becoming unfit for their own natural and hereditary professions, remain discontented and disloyal members of the community⁸²."

37. When this letter reached Delhi and came before the Governor-General in Council, strong differences of opinion became evident. As instances of opposition, two Minutes have been reproduced here. The first is by Sir Arthur Hobhouse⁸³ who had already opposed the decision taken on 1 January 1877 to establish a University in the Punjab and who was still opposed to it. His main reasons for the opposition were: (a) it is wrong in principle to place a University under a Lieutenant-Governor and thus bring it under the pressure of local politics; (b) teaching and examining should not be combined in a single body in a small place like Lahore as it is bound to lead to a lowering down of standards; and that (c) the study of English is likely to be neglected in the Punjab if a separate university is given to it, and he concluded his Minute with the following concrete proposals:

"12. The result of my consideration of the question is as follows. I believe the best thing would be to set aside the Resolution of the 1st of January for the present, and to postpone the whole matter for some years. If that is not done, I should wish that the degrees which the new University is empowered to confer may differ in name from those conferred by the older Universities. If again that suggestion is rejected, I should wish that knowledge of English may be required by

⁸²Document 49, paras 7-9, pp. 201-03.

⁸³Document 51.

the Charter for every step towards a degree in Arts. I have no suggestions to make about the component parts of the governing body, because I do not know enough of Lahore society: but I think that there should be an executive body free from the minute control which the Lieutenant-Governor now exercises, and that the assent required to regulations, and the appointments of the whole Senate, should not be vested in a single man. I would also suggest that the University be made a purely examining body. There remains the greater difficulty about the individual examiners, which I do not see my way to meet by any contrivance in the Charter, unless it be the very awkward one that examiners be appointed by some extraneous authority, such as the Governor-General in Council or the Syndicate of Calcutta⁸⁴."

38. The second Minute⁸⁵ by Sir Edward C. Bayley also opposes the proposal on the ground that the "policy of centralizing University influence ... (is) essential to the success of high education in India⁸⁶."

39. But the third Minute⁸⁷ reproduced here is in support of the proposal. In this document, Sir Alexander J. Arbuthnot refutes, one by one, all the arguments put forward in the Minutes of Hobhouse and Bayley and recommends the incorporation of a University at Lahore with a view to "completing the educational machinery of this frontier Province, and relieving its students from the disadvantages under which they at present labour, owing to the distance of the only University in which they can obtain degrees⁸⁸." The Governor-General in Council, agreed with this view and decided to go ahead with the scheme and, therefore, the sanction of the Secretary of State for India was applied for⁸⁹.

40. The reactions of the Secretary of State were not very favourable⁹⁰. In fact, he almost censured the Government of India for announcing the decision to establish the University *without* prior approval from him. "The papers which I have received from Your

⁸⁴Document 51, para 12, p. 218.

⁸⁵Document 52.

⁸⁶Document 52, para 1, p. 219.

⁸⁷Document 53.

⁸⁸Document 53, p. 226.

⁸⁹Document 55. To this letter were appended the Minutes by Hobhouse (Document 51), Bayley (Document 52), and Arbuthnot (Document 53) and a note on the historical development of the proposal by A. W. Croft, the Registrar of the Calcutta University (Document 54).

⁹⁰Document 56.

Excellency," he wrote, "show that there is still, as there has long been, much difference of opinion between persons entitled to speak with authority, as to the expediency of removing the power of conferring degrees from the University of Calcutta to the Punjab University College, so far as concerns the students of the Punjab. All are not agreed that the Punjab University College has any ground of complaint, or that examiners at once competent and independent can be obtained for the Lahore Institution, or that a sufficient amount of controlling public opinion can be brought to bear on teachers and examiners through the medium of the new Senate. Under these circumstances, and considering the great objections to lowering the standard of attainment in a country in which strict and accurate knowledge is a novelty, I should have been glad if Your Excellency had been able to continue your correspondence with this Office before announcing the conversion of the University College at Lahore into an University⁹¹." In fact, the only consideration which prevented him from reversing the decision was his unwillingness to disturb an order announced publicly on so important an occasion. He, therefore, suggested that the proposed Punjab University should have only one Faculty, viz., the Faculty in Arts and that the names of its degrees, as proposed by Sir Arthur Hobhouse, should be different from those given by the Calcutta University.

41. These orders, which completely upset the grand plan proposed by the Government of the Punjab, came as an unpleasant surprise to the Government of India. But it could do nothing and hence it passed them on to the Government of Punjab with a request to report how "the wishes expressed by the Secretary of State can best be carried out without interfering with the due accomplishment of the objects for which the decision to establish a separate University of Lahore was arrived at⁹²." Such is the language of official expediency.

42. Fortunately, both the Punjab University College and the Government of the Punjab did not take these orders lying down. The Senate of the College submitted a Report⁹³ in which it met all the arguments raised by the Secretary of State and demanded that it be converted into a full-fledged University as promised on 1 January 1877. The Government of the Punjab also appointed a Special Committee to ascertain, by analysis and comparison, whether the

⁹¹Document 56, para 3, p. 245.

⁹²Document 57.

⁹³Document 59.

examinations of the Punjab University College "were equal in difficulty to the examinations of the Calcutta University, and as searching a test of high educational acquirements⁹⁴." On the report⁹⁵ of this Committee, it came to the conclusion that "subject to certain amendments which have been recommended to the Senate, and which will doubtless be accepted, the examinations are sufficiently difficult, and that the certificates of the Punjab University College are as good a guarantee of efficiency as those of the Universities in other parts of India⁹⁶." While forwarding these documents to the Government of India, the Government of the Punjab put forward another strong and eloquent plea for the establishment of the Punjab University⁹⁷. The Government of India also lent its full support⁹⁸ to the proposal (both Hobhouse and Bayley were no longer members of the Executive Council of the Governor-General at this time). Under these circumstances, the hands of the Secretary of State for India were forced and he gave a grudging sanction⁹⁹ to the proposal subject to two conditions: (1) that the Government of the Punjab shall produce evidence, to the satisfaction of the Secretary of State, to show that the system of examination in the Punjab University College has actually been amended as suggested by the examinations committee; and (2) that the sphere of the University should be confined to the Faculty of Arts to begin with, and that the Act of Incorporation may contain a provision to enable it to confer degrees in Law, Medicine and Engineering if certain requisite conditions were fulfilled. On receipt of these orders, the issue was closed and the Government of the Punjab was asked¹⁰⁰ to prepare a final draft of the Bill.

43. Now that Government had taken a final decision on the subject and the official opposition to the proposal had disappeared, non-official opposition began to manifest itself. The Lahore Indian Association submitted a Memorial¹⁰¹ to Lord Ripon against the establishment of the proposed University. Their main objections to the proposal were four:

"1st.—That the Calcutta University being a purely examining body, no tangible reasons have yet been shewn for holding it

unfitted to discharge that function in this Province. The fact that Lord Lawrence, who had spent the best part of his life in the Punjab, and than whom no one was better acquainted with the wants and wishes of its people, was the head of the Indian Government at the time it declined to sanction the scheme for a separate University when first propounded, seems to your memorialists to be a conclusive argument on the point.

2nd.—That the principles of the proposed University are of a retrograde and reactionary character, inasmuch as it dispenses with English as a compulsory subject in all its examinations, thereby discouraging the study of that language.

3rd.—That English being dispensed with, the standard of instruction must necessarily be lower than that of other Universities, and the examination tests lower in proportion. This would have the effect of lowering the value of degrees granted by Indian Universities generally. Your memorialists have already pointed out that there is in the vernacular languages a sad want of text-books for the higher examinations. They further beg to submit that, even if the required text-books, one in each subject, could be produced in a certain number of years they alone would not enable the students to acquire that amount of knowledge in any of the subjects of study which it is desirable men competing for University honours should possess.

4th.—That the degrees (B.A., M.A., &c.) conferred by the Presidency Universities are meant to imply a certain standard of scholarship in Western science and literature. It would be an anomaly to grant the same degrees to persons who have no such scholarship¹⁰²."

44. The Memorial, therefore, makes the following requests:—

"17. Your memorialists on all the grounds set forth above are of opinion that the creation of a separate University as an examining body for the Punjab on the principles of the Punjab University College, and the cutting off of the connection of the colleges and schools of the Punjab with the University of Calcutta, which is established on solid principles, and of which the system of education is in so much request among the people, would not be beneficial to the educational interests of

⁹⁴ Document 58, para 2, p. 248.

⁹⁵ Documents 60-61.

⁹⁶ Document 58, para 5, p. 250.

⁹⁷ Document 58.

⁹⁸ Document 62.

⁹⁹ Document 63.

¹⁰⁰ Document 64.

¹⁰¹ Document 65.

¹⁰² Document 65, para 15, pp. 293-94.

this Province. They are fully convinced that if the Punjab is ever to take a high place among the Provinces of India, if she is to keep pace with the progress which has set in all over the country under the beneficent influence of British rule, such an object can only be attained by means of a sound liberal *English* education imparted to the people on a wide scale. . .

"At the same time, your memorialists have nothing to object to the Punjab University College existing as a separate institution as a literary society for the purpose of encouraging the creation and development of vernacular literature by holding out proper Fellowships and prizes to deserving literary men and successful authors; nor have they at all anything to say against the University College existing as a teaching body, if it conform to the Resolution already referred to, which was passed at a general meeting held under the presidency of Sir D. McLeod on 12th March 1868, namely, "that the University take up the teaching of the students from the point at which the Government Colleges leave it off." In fact, your memorialists would hail it with delight if the University College confined itself to these its legitimate objects and expended its ample resources in attaining them.

"19. . . Wherefore your memorialists humbly pray that the Punjab University College be not raised to the status of a University; that the connection of the schools and colleges of the Punjab with the University of Calcutta may be maintained as heretofore; that the Government scholarships, prizes, medals and honours be awarded according to the results of the Calcutta University examinations; that no hindrance be thrown in the way of students desirous of going up for the Calcutta University examinations; that the examination function of the Punjab University College be confined to Oriental languages and Oriental subjects; and that education be more largely imparted through the medium of the English language¹⁰³."

45. This Memorial was signed by a number of people from the Gurdaspur district under the mistaken belief that it was in favour of the Punjab University. When the truth was explained to them,

¹⁰³Document 65, paras 17, 19, pp. 295, 296.

they submitted another Memorial¹⁰⁴ dissociating themselves from the earlier Memorial and requesting for the establishment of the Punjab University. This does not throw a happy light on the character of this agitation. The Government of the Punjab, however, decided to go ahead with the proposal and submitted the final draft of the Bill to the Government of India on 30 March 1881¹⁰⁵. The Government of India recommended it to the Secretary of State on 11 June 1881¹⁰⁶, and the proposals were sanctioned by the Secretary of State for India on 25 August 1881¹⁰⁷. It was finally decided in these orders that the proposed University would begin by giving degrees in Arts and that it would give degrees in Engineering, Law and Medicine when the Government of India would be satisfied about the necessary provision and progress.

46. Even at this late hour, however, the Indian Association of Calcutta opposed¹⁰⁸ the establishment of the University on the ground that it will impede the progress of English education in India. This Memorial was forwarded by the Government of India to the Secretary of State for India¹⁰⁹ who summarily rejected it¹¹⁰. The Punjab University Act, 1882¹¹¹, was, therefore, passed and the Secretary of State for India also approved¹¹² of the legislation. The University of Punjab was thus incorporated in 1882.

SECTION IX: *An Act to extend the power conferring honorary degrees to the Universities of Madras and Bombay and to limit the power already possessed by the University of Calcutta—Act I of 1884. [Documents 74-84].*

47. Act XXI of 1875 had given the power to confer honorary degrees to the Calcutta University only. This power had also been given to the Punjab University under section 16 of the Act of its incorporation. Hence only the universities of Madras and Bombay were deprived of this power. It was, therefore, considered desirable to confer the same power on these two universities

¹⁰⁴ Document 66.

¹⁰⁵Document 67. The draft of the Bill has not been reproduced in the Text.

¹⁰⁶ Document 68.

¹⁰⁷ Document 69.

¹⁰⁸ Document 70.

¹⁰⁹ See letter No. 12 dated 26th September 1881 appended to Document 70, p. 312.

¹¹⁰ Document 71.

¹¹¹ Document 72.

¹¹² Document 73.

also¹¹³. A Bill was accordingly prepared¹¹⁴ and circulated for comments.

48. The University of Calcutta and the Government of Bengal supported¹¹⁵ it and so did Bombay¹¹⁶. But Madras gave a mixed reception. The Director of Public Instruction and the Principal of the Presidency College opposed it vehemently¹¹⁷. But the proposal was strongly supported by the Hon'ble T. Muthuswami Aiyar, C.I.E., and Shri V. Bashyam Aiyangar, who also suggested¹¹⁸ that such honorary degrees may be conferred on Sanskrit Pandits. He said: "I would take this opportunity of recommending that the University should also encourage and recognise the interests of higher culture of an indigenous kind in what remains of the old but very valuable and splendid Indian Literature, Philosophy and Science. The educational movement all over India for the past fifty years has been in favor of a scheme depending almost solely on the sources of European knowledge, and therefore too exclusive and ungenerous by omitting, if not slighting, what all thoughtful people in this country as well as foreigners value the most, viz., a knowledge of Oriental Literature and the learning embodied therein. The University at present practically ignores those respectable Sanscrit scholars who devote themselves wholly to the higher indigenous learning, and this serious defect in our University system tends to alienate the really learned men of their own race from the graduates of the University. Men who have laboured all their life in the study of Sanscrit lore, and whose minds are the most cultivated among the Hindu races, form an important link in the chain of the educated and teaching agency of this country, and it is really a pity to ignore this important factor in the educational work of the country, and let our youths to slight or decry the merits of the most learned of their race. When the study of Oriental Classics and Philosophy is so much cultivated in England and Germany in modern days, it is truly lamentable that the class of Indian Pandits should be allowed gradually to dwindle and die out fast, and that the few that remain should be left unnoticed and unrecognised by the rulers of the country. The highly educated Sanscrit Pandit, though he may be superior to such eminent Orientalists as Monier Williams and Max-Muller, does not, if it should ever be his lot to appear before an

¹¹³ Document 74.

¹¹⁴ Document 75.

¹¹⁵ Documents 76 and 77, pp. 335-37.

¹¹⁶ Document 79, pp. 341-44.

¹¹⁷ Document 78.

¹¹⁸ Document 80.

official in respect to some revenue matter, or as a witness, or a suitor, receive at the hands of such official even one-hundredth of the attention or courtesy that a young graduate or an undergraduate of our University secures. It is well known that natives attach the greatest importance to the treatment they receive at the hands of the official class whom they cannot avoid coming in contact with now and then, and unfortunately, in the eye of the official class, the best masters of Oriental Literature and Philosophy in India are nobodies, because they have not got a smattering of English education, the language of the ruling class, and are in no way recognised by Government. In my opinion, we have, by an exclusive system of education, virtually lost the aid and co-operation of the educated men of indigenous growth who, I feel assured, afford by far the best instruments for creating a Vernacular Literature of a superior kind, which the Government and the Universities so much desire to see spring up in this country. If English and German Sanscrit scholars be highly appreciated and honored, why should the Indian Sanscrit Pandits who, under former Native Governments, used to be highly encouraged, honored, and invested with titles and other honorable distinctions, be entirely ignored by our Indian Universities. If the Indian Legislature should recognise the interests of higher culture of the indigenous kind I have been referring to, and respond to the appreciation of the same by foreigners, and our Universities should extend its action and educational policy in the direction pointed out, the result would be beneficial and satisfactory both to the rulers and the ruled in this vast country¹¹⁹." The proposal was also supported by the Vice-Chancellor of the University¹²⁰.

49. The Select Committee considered all the suggestions received¹²¹ and finally recommended that honorary degrees should be given "if the Vice-Chancellor and not less than two-thirds of other members of the Syndicate of any of the Universities at Calcutta, Madras and Bombay recommend that an honorary degree be conferred on any person, on the ground that he is, in their opinion, by reason of eminent position and attainments, a fit and proper person to receive such a degree, and their recommendation is supported by a majority of those present at a meeting of the Senate and is confirmed by the Chancellor¹²²." It was in this form that it became law¹²³ and received the approval of the Secretary of State for India¹²⁴.

¹¹⁹ Document 80, pp. 347-48.

¹²⁰ Document 81, p. 352.

¹²¹ Document 82.

¹²² Document 83, Section 2, p. 355.

¹²³ Document 83.

¹²⁴ Document 84.

**SECTION X: Establishment of a University at Allahabad—
Recommendation of the Indian Education Commission—
Consideration of the Recommendations and Opinions
Expressed—Approval of the Scheme—Act XVIII of 1887.
(1883-1887). [Documents 85-107].**

50. The third and the final stage in the establishment of the Allahabad University began in 1883 when the Indian Education Commission recommended that a new University may be established with advantage at Allahabad to meet the needs of the North-Western Provinces and Oudh and the Central Provinces¹²⁵. This recommendation was accepted by the Government of India who wrote, in October 1884, to the Government of the North-Western Provinces and Oudh that "the Governor General in Council is willing to consider the question of establishing a separate University for the North-Western Provinces and Oudh, with perhaps the Central Provinces. The Government of India would be glad to receive the Lieutenant-Governor's proposals on this subject at an early date¹²⁶." The Director of Public Instruction, North-Western Provinces and Oudh, was thereupon asked to consult the various interests involved and to submit a detailed scheme. He, therefore, wrote a letter to several officials and non-officials and called for their suggestions on the various issues involved and, in order to assist the deliberations, circulated a memorandum of eleven important points connected with the organisation of the University¹²⁷.

51. Of these eleven issues, the following are the most important:—

- (a) Is there a need for a separate University for the North-Western Provinces and Oudh? If the answer is in the affirmative, why?
- (b) Should the proposed university be an examining or a teaching body?
- (c) What should be the role of the University in the development of Oriental studies and the modern Indian languages?

52. While reproducing opinions and suggestions received in reply to the letter of the Director of Education referred to above in this volume, an attempt has been made to select only such portions as bear on these three issues.

¹²⁵ Document 85.

¹²⁶ Document 86, para 5, p. 360.

¹²⁷ Document 87.

53. As can be easily anticipated, the opinions received on this subject showed an immense variety. Mr. Deighton, Inspector of Schools, Rohilkhand Division, is broadly in favour of creating an examining body on the lines of the Calcutta University. "The time has come," he writes, "when we may stand alone, for Calcutta is too far away from us. We need some objective nearer at hand—some visible presence in the midst of us. This, I believe, would give to our colleges a life and activity they now lack, would impress the native mind generally, and perhaps draw to us those classes which hitherto have held aloof¹²⁸." The letter from Saiyid Ahmad¹²⁹ emphasizes that the proposed university should concentrate its efforts on the diffusion of high education in European sciences and literature among the people of these Provinces. The next letter is from Mr. Hill, Professor of Physical Science in the Muir College, Allahabad, who prefers to have something 'more than a mere examining body'¹³⁰ at Allahabad. Then comes Mr. Constable, Inspector of Schools, Northern Division. He does not think that "the time has yet arrived when more than one university can be efficiently maintained in the Bengal Presidency¹³¹," but if a new University has to be created, he would prefer it to be constituted on the liberal basis suggested by the Director of Public Instruction. Mr. Thomson, the Principal of the Agra College, is of the view that there is no need for a new university and that the "connexion with the Calcutta University might . . . very conveniently remain as it is for some years¹³²." He naturally favours a purely examining university; but his letter is of great interest for its defence of non-government colleges which, he pleads, should be given adequate representation in the Senate of the proposed university.

54. The long note¹³³ by Babu Bireshwar Mittra, Professor of Law in the Benares College, has two interesting features. It describes clearly both the strength and weakness of oriental learning and pleads that the new university must try to combine Eastern and Western ideas. "Let us then by all means retain that portion of oriental learning which is worthy of finding a place in a system of liberal education," he writes, "but add to this all the sciences and arts of the West, which tend to advance the cause of civilization in Europe¹³⁴." Even more interesting is his plea that Benares and not

¹²⁸ Document 88, p. 365.

¹²⁹ Document 89.

¹³⁰ Document 90, para 2, p. 374.

¹³¹ Document 91.

¹³² Document 92, para 1, p. 377.

¹³³ Document 93.

¹³⁴ Document 93, para 6, p. 385.

Allahabad is better suited to be the seat of the new university. "The Muir Central College," he writes, "is an institution of abnormal growth, without any of that traditionary influence which comes from its own associations. Benares, as the sacred city of the Hindus, has for ages past been the seat of Brahmanical learning. It has had a college, in the Western sense of the term, in full vigour and activity long before Sir William Muir dreamt of the central college at the capital of the provincial Government. Benares is the Oxford of India in point of learning and culture; Allahabad is but the mushroom of yesterday's growth. Transfer all the teaching capacity of the Allahabad college to Benares, and with it the institution will acquire a position which its rival of Allahabad will never attain to. The population of Allahabad is an ever-floating one; in Benares people live and work and die. The present reduced condition of Benares is due to the fact that the central college has been enriched at its expense. An Oxford could not be transplanted into London; it will grow on its own soil. Without expatiating on this subject any further, I may be permitted to observe that the existence of the two State Colleges, in both the oriental and English departments, is a matter of necessity, to form the component parts of the proposed university¹³⁵."

55. Mr. Wright, Professor of English Literature in the Muir College, agrees with Messrs Constable and Thomson and sees no need for a new university. He would prefer to continue under the Calcutta university with two changes—a larger representation to be given to the North-Western Provinces and Oudh on the Senate and the establishment of a branch Syndicate at Allahabad¹³⁶. The letter from Babu Pramoda Das Mittra of Benares¹³⁷ makes a passionate plea for the blending of Eastern and Western learning. The prime object of a university in India, he quotes from the words of Hon'ble H. J. Reynolds, Vice-Chancellor of the Calcutta University, should be "the development of the Eastern mind through the science and literature of the West¹³⁸." This combination was not possible in Calcutta with its strong bias in favour of Western learning and hence he welcomes the establishment of a new university where such a synthesis between East and West would be possible. The next letter¹³⁹ is from Mr. M. S. Howell whose views on the subject have been

¹³⁵ Document 93, para 12, p. 388.

¹³⁶ Document 94.

¹³⁷ Document 95.

¹³⁸ Document 95, p. 395.

¹³⁹ Document 96.

quoted before *in extenso*¹⁴⁰. This letter is of peculiar interest because he compares Hindi and Urdu. "There are only two vernaculars of any importance in these provinces", he writes, "Urdu and English. Some add a third, which they call Hindi; but if Hindi includes Arabic and Persian words in its vocabulary, it is a mere variety of Urdu; and if, as is sometimes asserted by its partisans, it altogether excludes such words, then, so far as my experience goes, it is a purely imaginary language, having no existence in the tongues of men, women, or children. The fact is that all the natives in these Provinces use Arabic and Persian words, the degree of admixture varying partly with the abstruseness and complexity of the subject, and partly with the race, birth-place, social position, education, and profession of the speaker. The objection of Hindus to calling their language by the Persian name (Urdu) is purely sentimental; and probably the whole controversy might be avoided by the use of some neutral term like Hindustani. But whatever a student's vernacular be, he ought to be taught and examined in it, because it is the language that he thinks in. The present practice of requiring native students to learn the higher mathematics in English is as absurd as the ancient practice of requiring English students to learn them in Latin, since disguise of the form tends to produce confusion of the substance¹⁴¹."

56. This letter is followed by two others from Principals of Missionary institutions. Rev. J. Hewlett, Principal of the London Mission College, Benares, is in favour of creating a new university; but he warns that care should be taken to see that the standard of English does not fall on account of the separation from Calcutta¹⁴². He is also opposed to a purely Oriental Faculty. He desires that all oriental studies should be combined with a compulsory study of English and that the "paramount object in the anglo-oriental department should be to bring about such developments of the Urdu and Hindi languages as will make them fitting and easy vehicles for the conveyance of modern European thought to the masses of the people¹⁴³." Rev. S. Allnutt of the Cambridge Mission at Delhi also sounds a similar note and warns against an over-emphasis on Oriental studies such as that adopted in the Punjab¹⁴⁴. "If a university is founded at Allahabad," he writes, "its principles should to a certain

¹⁴⁰ Document 13.

¹⁴¹ Document 96, para 3, p. 396.

¹⁴² Document 97.

¹⁴³ Document 97, para 4, p. 400.

¹⁴⁴ Document 98.

extent take the form of compromise between those of the Calcutta and those of the Punjab Universities. While English must, it would seem, necessarily form an indispensable element of the B.A. degree, it would also seem highly desirable to encourage the higher study of Sanskrit, Arabic, and Persian by making it possible to graduate in one or more of these languages, in addition to English¹⁴⁵."

57. Mr. Nesfield, Inspector of Schools, Oudh, makes out a succinct case for the establishment of the new university¹⁴⁶ while Dr. Thibaut, the Principal of the Benares College, pleads that the new university should assign, "to the study of the classical languages and literatures of India a more prominent position in the scheme of higher education than is allowed to it by the Calcutta University¹⁴⁷." Finally, Mr. Griffith, the ex-Director of Public Instruction, also supports the establishment of a new university on the ground that "Calcutta is overburdened with work and is too far away, almost beyond the reach of North-Western Provinces' influence¹⁴⁸."

58. With this advice¹⁴⁹ before him, Mr. White, the Director of Public Instruction in the North-Western Provinces and Oudh, formulated a scheme for the Allahabad University and submitted it to his Government¹⁵⁰. The consensus of historical opinion is that the British Government established Universities in India with the really laudable object of spreading European science and literature among the people of India. But Mr. White begins his letter with the assumption that "the *practical* object which the Government has in view in stimulating higher education is . . . to secure a constant succession of highly educated men for Government service¹⁵¹." Starting with this basic premise, he concluded that a Local Government, which needs a large number of educated men for its public services, must also establish a local university to train them properly. Moreover, there were, in his opinion, several other weighty reasons also for founding a local university. "It is advisable on general grounds," he wrote, "that the people of this province should be allowed to develop their system of higher education in concert with their local Government independently of the institution in Bengal. What direction this

¹⁴⁵ Document 98, p. 402.

¹⁴⁶ Document 99.

¹⁴⁷ Document 100, p. 406.

¹⁴⁸ Document 101, p. 419.

¹⁴⁹ Some of the replies received have not been reproduced here.

¹⁵⁰ Document 102.

¹⁵¹ Document 102, para 2, p. 421.

separate development will take we cannot say; but that it will differ from that of Bengal is certain from the different character of our people. It is desirable to found a separate institution on the general ground that variety of culture is desirable. In such a comparatively homogeneous country as England there have always been two universities, each independently determining the character of its *alumni*, and recently the number has increased. It is significant that on the annexation of Strasburg, the German Empire did not proceed to affiliate the colleges of the new province to the older German universities—one of its very first acts was the founding of a new university. Surely, then, such centres of intellectual life as Benares, Lucknow, and Agra, should be allowed, in concert with the Provincial Government, to influence the development of higher education among our people¹⁵²."

59. Mr. White also came to the conclusion that there is no substance in the two objections usually raised against the proposals: (1) that there is not enough good material in the North-Western Provinces to form a Senate and (2) that the degrees of the new University would not be so popular as those of Calcutta. He, therefore, strongly advocated the establishment of a University at Allahabad without any further delay.

60. Turning to the character of the University, Mr. White recommended the establishment of a teaching University at Allahabad—a University which would utilise the colleges at Allahabad, Lucknow, Agra, Benares and Aligarh as its constituent units. He wrote, "A condition, therefore, to the attainment of a degree should be residence in a high class college and attendance on the lectures of approved professors. If, then, the ground were unencumbered with the fabrics of existing colleges, the best course would be to make the university co-extensive with a single college; we could thus obtain a staff of professors such as has never been collected in one Indian college. The numbers of the students and professors would give a corporate power to the university such as it will take long to acquire if they remain scattered over many colleges, for each of which they are insufficient. Each degree could then be given not merely on the result of an examination, but as the final stamp of the university on a college career every stage of which had

¹⁵² Document 102, para 13, pp. 424-25.

been under the eyes of the professors who granted the degree. Such a college and university would in a few years leave a stronger mark on education than any college at present existing in this country. It would, moreover, speedily become the centre of intellectual life of these Provinces, and an *alma mater* to which every professional man might look back with affection and reverence, to which from time to time he would delight to return, and upon which he would perhaps bestow part of that wealth which it had trained him to accumulate. If all our colleges were collected into one teaching university, we should possess an institution which would command respect in the educational world, and eventually become one of its great universities. The time might come for other universities to arise by its side, for the progress of education in these Provinces might be so rapid under the policy I advocate, that not one but several universities would be required.

"21. There are, however, special difficulties in the way of carrying out such a scheme. We have apparently no alternative but to accept Allahabad as the seat of such a university, and Allahabad is hardly a suitable place for it. It will be very difficult to ignore the claims of the colleges at Lucknow, Agra, Aligarh, and Benares, for all these would be extinguished by such a proceeding¹⁵³. If the only entry into professional life was through the University of Allahabad, hardly a student would be found to enter their class-rooms, and they would be reduced to the functions of high schools—functions which they might perform most admirably, better than they now do those of colleges. Any course, however, which would have this result would involve the opposition of influential bodies; the existing professors would have to be provided for, and few of them would be fitted for professorships in the Allahabad University. Though I would on general grounds advocate the foundation of such a university, I do not think it would be expedient to weight ourselves with the opposition it would arouse. We must recognize our existing colleges and endeavour to incorporate them into one teaching university.

"22. I have laid stress on the point that as a preliminary condition of the university degree a student should live in close and

prolonged intercourse with European professors of high culture and character, in order that he may learn not merely the common places of the advanced thought of Europe, but become imbued with the spirit of European culture and a high sense of duty; for this can be learnt best from human intercourse and perhaps it cannot be learnt otherwise. This condition is more important than the absorption of the amount of learning required by the university examinations. Thus, every one of our colleges would be required to maintain a very high standard in its professional staff in order to justify its incorporation in the university. I do not think there is, then, any possibility of our recognizing any colleges besides those of Agra, Aligarh, Lucknow, Benares and Allahabad, and the grounds upon which I would have advocated the foundation of a single university co-extensive with its college, would deter me from recommending any further extension in the number of colleges: all the meagre institutions now called colleges should devote themselves to their proper function, that performed by the high schools or *gymnasia* of Germany.

"23. The practical problem, then, is to combine these five colleges into a teaching university. In the first place, I would for the present confine our university to the faculty of arts. Whether the theological faculty will ever be developed we cannot say. Law and medicine are special studies which must be taken up by our students after their general education has been completed, and at present we are not engaged in the question of technical training, but with that preliminary education which I have assumed to be its necessary preliminary. These faculties must be eventually combined in our university as they are in the great universities of Europe, and not until they are so combined will the term *universitas studiorum* be properly applicable to our institution. For the present, however, they need not be considered¹⁵⁴."

61. These suggestions have been quoted *in extenso* because this was the first time that a creation of a teaching university was being discussed. But unfortunately this most important part of Mr. White's suggestions was not accepted, although he had made it very clear

¹⁵³ As history would have it, each one of these has now become a University: Lucknow (1920), Agra (1927), Aligarh (1920), and Benares (1916).

¹⁵⁴ Document 102, paras 20-23, pp. 428-30.

that he would prefer to continue the *status quo* rather than have a purely examining University at Allahabad.

62. Mr. White showed all these papers to the Hon'ble W. W. Hunter¹⁵⁵, the Chairman of the Indian Education Commission and to Hon'ble C. P. Ilbert. The latter has summed up their views beautifully. "I have read", he wrote, "Mr. Hunter's memorandum on the scheme for establishing a university for the North-Western Provinces and Oudh, and agree with his conclusions on the main points raised by the discussion. I think that the establishment of such a university would be an advantage to the provinces concerned; that there is room for it by the side of the University of Calcutta; that its constitution should be framed generally on the lines of the Calcutta University; and that it should at all events at the outset, content itself with being an examining body, leaving the work of teaching to be conducted by the affiliated colleges; and that we should look mainly to private liberality for the foundation of fellowships, scholarships, hostels, and the like. I think, also, that the question of the time for establishing such a university is chiefly a question of money, and that if the requisite funds could not be obtained except at the expense of the existing colleges, the advantage would be dearly purchased. Mr. Baden-Powell's experience shows the danger of establishing a university before the funds necessary for carrying it on are amply secured¹⁵⁶."

63. The proposals of the Director of Public Instruction were submitted to the Government of the North-Western Provinces and Oudh, along with copies of the opinion of the experts consulted and the observations¹⁵⁷ made by Hunter and Ilbert, on 14 December, 1885.

64. These proposals were forwarded¹⁵⁸ by the Government of the North-Western Provinces and Oudh to the Government of India on 7 August 1886. In this letter, the Provincial Government was very eloquent in establishing the need for a new university at Allahabad. But it did not support the main proposals of Mr. White—to have a teaching university. It said:

"12. The exact form which the University should take has been the subject of detailed discussion. The ultimate choice seems to be between a purely examining body, with a Senate

¹⁵⁵ Document 103, pp. 441-43.

¹⁵⁶ Document 103, para 1, p. 443.

¹⁵⁷ Document 103.

¹⁵⁸ Document 104.

and Syndicate to manage its affairs and prescribe the subjects for examination, and an institution which, in addition to the above, should maintain a staff of professors, and even private teachers after the pattern of the Universities of Germany. Upon general principles there is much to recommend the latter of these scheme. A University that restricts its functions to the testing of the intellectual progress of its students misses many of the most important elements of a complete education. The moral and mental training that can only be acquired by residence at a recognized centre of intellectual life, is of incontestable value; and it would, moreover, be in some respects an advantage to concentrate at one spot the highest teaching agency at present at the disposal of this Government.

"13. There are, however, objections to which, for the present at any rate, these considerations must yield. In the first place it is undesirable to provide Allahabad, which is not one of the centres of the intellectual life of the provinces, with the means of establishing great predominance, and exclusive superiority, in the highest branches of instruction. Any step that might endanger the position of the colleges at such places as Benares, Lucknow, or Aligarh, would be in the wrong direction, since it might hinder rather than help the University from taking full account of all the varied requirements of the different parts of the provinces; and the result might be a perpetuation of some of the defects which it is the object of these proposals to remove. It would be detrimental to the smaller local institutions, which have done excellent service, and are much regarded by their pupils; and it might thus alienate from the rising University sympathies which ought to be very carefully conciliated. Finally, an adequate teaching staff could only be maintained at a cost which is at present beyond the resources of this Government.

"14. The University, therefore, which it is proposed to establish would, for the present at least, confine its operations to the direction of the methods and aims of instruction; adapting them to the needs, circumstances, traditions, and predilections of a country that is rapidly recovering its forward place in the intellectual progress of India. This circumscription of its functions is the less to be regretted, as it may be hoped that the Muir College recently opened at Allahabad may secure, to a limited and provisional degree, yet not wholly inadequate, most of the objects for which a teaching

University is required. If that college continues to receive the support that it may reasonably expect, it should establish a very prominent position in the provinces, and maintain a standard of academical training which would be emulated and imitated by the co-ordinate institutions in other neighbouring cities.

"15. All, then, that need be provided for the present, is a Senate, with a Syndicate and a Registrar. Minor details may be left to be settled hereafter; but His Honor anticipates no difficulty in finding sufficient material for a Senate of fifty or sixty members, of whom a certain fixed minimum proportion should be native residents of the provinces. The Senate would contain representatives of the local administration, of the High Court, of the legal profession, and of all who are engaged in, or are conversant with, the practical work of education, or who take interest in the higher branches of science and literature. All questions of great and general importance would be brought before this body; but the ordinary duties of administration would be discharged by a Syndicate consisting of from five to ten members, and including one or more representatives for each of the faculties of the recognized University curriculum. These would necessarily reside in Allahabad; and one of their most important duties would be the appointment of examiners to conduct the periodical examinations. The examiners would either be drawn from members of the Educational service, or the duty might be delegated to competent men in other parts of India¹⁵⁹."

65. Even with regard to the view that the new university should adopt the modern Indian languages as media of instruction and give encouragement to Oriental Studies, the Provincial Government preferred to stick to the beaten track. It observed:

"8. While, however, it would probably be one of the first acts of the new governing body to modify the curriculum now prescribed by the Calcutta University in such a manner as to afford greater encouragement to Oriental studies, it is most unlikely that any steps would be taken in the direction of substituting the vernaculars for English as the medium of instruction. There is a wide difference between the study of

the Oriental classics and the acquisition of Western science through the medium of Hindi or Hindustani. The latter experiment has already been tried elsewhere, with consequences which are not such as to justify its being repeated in these provinces, and the feeling among educated natives is universal and unmistakable that the first duty of a State University is to communicate the latest developments of Western knowledge in English. A degree will be chiefly valued as a certificate of proficiency in that knowledge, and to lower in any way the standard of English education which is required before a degree is conferred, would deprive the new University of much of its legitimate influence¹⁶⁰."

66. All that was now proposed was, therefore, to establish another university on the pattern of Calcutta and to make some provision for the assumption of teaching functions at a later date, should they be deemed necessary. It was, therefore, not difficult for the Government of India to recommend¹⁶¹ these proposals to the Secretary of State for India and for the Secretary of State to sanction them¹⁶². The Allahabad University Act (Act XVIII of 1887) was therefore, passed and brought into force on 23 September 1887, exactly twenty years after the proposal was first put forward by the British Indian Association of Aligarh on 1 August 1867. This Act¹⁶³ is on the usual traditional lines except for the fact that it authorizes the Senate to provide for the appointment of Professors and Lecturers¹⁶⁴.

¹⁶⁰ Document 104, para 8, p. 450.

¹⁶¹ Document 105.

¹⁶² Document 106.

¹⁶³ Document 107.

¹⁶⁴ Document 107, Section 12(4) of Act, p. 465.

¹⁵⁹ Document 104, paras 12-15, pp. 452-53.

SECTION I

AN ACT TO EMPOWER THE UNIVERSITIES OF CALCUTTA, MADRAS AND BOMBAY TO CONFER SUCH DEGREES AS THEY MIGHT PRESCRIBE BY BYE-LAWS, IN ADDITION TO THOSE MENTIONED IN THEIR ACTS OF INCORPORATION, WITH THE APPROVAL OF THE APPROPRIATE AUTHORITIES—ACT XLVII OF 1860.

[Documents 1-5]

Changes and additions proposed by the Senate of the Calcutta University in their Bye-Laws and Regulations and their views on the question of assimilating the regulations of the three Universities of Calcutta, Madras and Bombay.

FROM H. Scott Smith, Esquire, Registrar of the Calcutta University, to W. Grey, Esquire, Secretary to the Government of India, No. 175, dated the 13th February 1860¹.

I have the honor, by direction of the Vice-Chancellor and Syndicate, to reply to your letter No. 777, dated the 16th April last², requesting by direction of His Excellency the Governor General in Council, that "the Bye-Laws and Regulations of the University of Bombay should be laid before the Senate of the Calcutta University, with the view of their considering the alterations which have been made by the Senate at Bombay, and of their adopting any portions of the Bombay scheme which they may deem to be improvements upon the rules now in force in the Calcutta University."

2. Some months previous to the receipt of your letter, the Syndicate had appointed a Sub-Committee to prepare a revised Code of Bye-Laws and Regulations for the government of the Calcutta University. At that time, although the present regulations had only been in operation for two years, still it was felt that some changes, especially changes tending to render these rules more flexible by empowering the Syndicate to order the times and subjects of examination, were required.

3. The report of the Sub-Committee had not been completed, when the Syndicate received the request of His Excellency the Governor General in Council to consider the amended regulations of the Bombay University. It appeared to them that this would be a good opportunity for taking the opinion of the Senate on the general regulations of the Calcutta University. They consequently relieved the Sub-Committee of their duties, and referred the preparation of the revised Code of Regulations in Arts, Law, Medicine, and Civil Engineering, to those Faculties respectively, requesting them at the same time to consider the regulations of the Bombay University. It was thought desirable to include the regulations of the Madras University in this inquiry, as His Excellency the Governor General in Council had expressed an opinion "that in the very important

matter of Standards for Degrees no substantial differences should be permitted to obtain."

4. The reports of the Faculties on the points referred for the consideration, as also the alterations they have recommended in the Bye-Laws and Regulations of the Calcutta University in the form finally approved and adopted by the Senate, will be found in the accompanying Blue Book.

5. The result of the deliberations of the Senate may be classified under the following general heads:

1st.—Report on the existing Standards for Degrees at the Indian Universities.

2nd.—The alterations which this inquiry has suggested in the rules now in force in the Calcutta University.

3rd.—More important alterations in the original scheme of the University, which, if sanctioned by His Excellency the Governor General in Council, will establish a new examination in the Faculty of Arts, and new Degrees in the Faculties of Law and Civil Engineering.

6. The Senate have not observed any material differences in the Standards for Degrees in force at the Indian Universities, except in the Faculties of Arts and Civil Engineering. The B. A. Degree Standard in Arts appears to be considerably higher at the Calcutta University, than at either of the Universities of Madras or Bombay. The Senate are of opinion that the Calcutta Standard is that best suited for the requirements of education in India, and they strongly recommend that no alterations be made which would lower it to the Standard of the other Universities. They invite particular attention to the fact, that at the Bombay University a Degree may be granted in Arts to a person ignorant of every branch of Natural and Physical Sciences, and that at the Madras University a Graduate may know nothing of two of the following subjects: *Natural Science, Physical Science, Mental and Moral Sciences*. The reasons the Senate have assigned for this opinion, as well as the detailed points of difference in the Standards for the B.A. Degree at all the Universities, will be found in the report of the Faculty of Arts at page 61 of the Blue Book.

7. In the Faculty of Civil Engineering, the Degree of Master of Civil Engineering has received some alterations by the Senate of the Bombay University. In these the Senate of the Calcutta University

generally concur, and they have recommended the adoption of corresponding alterations in their own regulations. Such alterations have been made principally with a view to a better classification of the subjects of examination, and have no tendency to lower the Standard.

8. Besides the Degree of Master of Civil Engineering, which is the only Degree in Engineering at either of the Universities of Calcutta or Bombay, a Degree of Graduate in Civil Engineering is given at the Madras University. The professional qualifications for this Degree are lower than for the Master of Civil Engineering Degree, and candidates are not required to be Graduates in Arts. The Senate of the Calcutta University approve of this Degree, and as will be presently seen, have recommended the establishment of a similar Degree in this University.

9. The alterations which under the second general head of inquiry the Senate have recommended in the rules now in force in the Calcutta University, will be found in the second column of the Blue Book, printed in a line with those which they are intended to supersede, and which are contained in the first column. These may be classified generally as follows:

1st.—Verbal alterations.

2nd.—Power given to the Syndicate to fix the times and text books for examination.

3rd.—Slight alterations chiefly in the subjects of examination.

These alterations are mostly unimportant, and with the following exceptions do not seem to call for more particular attention.

(a) In the B.L. Regulations, in paragraph 10, page 30 of the Blue Book, a gold medal is recommended for the first student of the first class at the examination for that Degree, provided he is considered by the Examiners to have evinced sufficient merit.

(b) In the Regulations as to Medicine in paragraph 3, page 32, the period of study (five years) required for the Degree of Licentiate in Medicine and Surgery, has been redistributed, three years having been given to the first examination, and two to the second. This change has been made at the request of the Council and Principal of the Medical College, on the recommendation of the Faculty of Medicine.

(c) In the same Regulations, paragraph 10, page 34, of the Blue Book, an additional scholarship of 16 Rupees has been recommended for Physiology and Comparative Anatomy. Also in

paragraph 32, page 39, the scholarship heretofore given for Physiology and Comparative Anatomy has been recommended for Midwifery and the diseases of women and children.

(d) A special provision has been recommended for candidates who were students of the Medical College, previous to the establishment of the University, enabling such persons to compete for the Degree of Doctor of Medicine on producing the following certificates:

1st.—Of having passed the Senior Diploma or Graduation Examination of the Medical College.

2nd.—Of having been engaged for five years in the actual practice of the Medical profession.

10. I proceed now to consider in detail the new examinations and Degrees which the Senate have thought it necessary to recommend, and in doing so it will be convenient briefly to state the reasons which have induced the Senate to adopt the course.

11. The Faculty of Civil Engineering found that their Faculty was likely to remain a dead letter on the books of the University. The only Degree given in it was placed in a position which rendered it unattainable to the great majority of students who studied Engineering in the affiliated College of Civil Engineering. Candidates for that Degree were required to be Graduates in Arts, and it was found that they were unable to carry on their professional studies simultaneously with those for the B.A. Degree, during the whole or the greater part of the time required for the latter. They consequently aspired only to the professional certificates given by the affiliated Institution, and made no effort to obtain any Engineering Degree from this University. The Faculty of Civil Engineering considering themselves bound to provide an examination attainable by the students of their affiliated College, and being reluctant to lower the Standard for the Degree of Master of Civil Engineering, so as to make it a mere professional test, recommended the establishment of a lower Degree in Civil Engineering, similar to that in force at the Madras University, which had, as regards that University obtained the sanction of Government. The main feature of the new examination was, that it should be a high test of professional attainments without the necessity of a Degree in Arts. At the same time it was felt that higher evidence of a liberal education should be required than was furnished by having merely passed the Entrance Examination. The Madras Senate had avoided this difficulty by introducing a portion of the B.A. subjects into the

course for the Degree of Graduate in Civil Engineering. This the Faculty were unwilling to do, being of opinion that it should be encroaching on the duties of the Arts Faculty; and that as it involved a double set of Examiners in Arts, it might be difficult to carry into operation. They therefore suggested to the Faculty the establishment of an examination in Arts to be intermediate between the Entrance and Degree examinations. The Faculty of Arts unanimously concurred in the propriety of the recommendation, not merely with reference to the use to which it might be turned, as a stepping stone to professional Degrees, but also quite independent of the special grounds on which the Faculty of Civil Engineering had recommended it, from a conviction of the important and beneficial influence such an intermediate examination would have upon the course of study, and the attainments of students in Arts. In its report which has been adopted by the Senate, and which will be found at page 61 of the Blue Book, the Faculty state, "that it is not contemplated to lower or to raise the Standard for the Degree of Bachelor of Arts. The object is merely to distribute a very extensive course of study over two examinations, and it is thought that the change will lead in a few years to a higher degree of proficiency in all subjects;" and the Faculty further point out "that a similar examination had been lately adopted by the Senate of the London University, on the model of which the Indian Universities had been founded."

12. The Regulations for the new examination in Arts, which the Senate recommend, shall be called the first examination in Arts, Regulations for the will be found at page 11 of the Blue Book. It proposed first Examination in Arts. will be observed that the candidate may enter for it two years after entering the University. The subjects of examination are as follows:

In English	...	A somewhat lower standard than what is required for the present B.A. Degree.
In History	...	} Part of the present B.A. course.
In Mathematics and Natural Philosophy		
In Mental and Moral Philosophy	...	
		Present B.A. course.

The lower Mathematical subject, viz. Arithmetic, Algebra, and Euclid, and the History for the first examination, will not be re-examined in for the B.A. Degree. In other respects the B.A. Degree examination will continue as at present constituted. The first examination in Arts will be held at all places where the Entrance Examination is now held.

13. In considering the Regulations for the new examination in Arts and Civil Engineering, Captain Lees, the Officiating Director of Public Instruction, Lower Provinces, suggested to the Syndicate, in a letter dated 2nd September, 1859, to which the Syndicate invite the attention of His Excellency in Council, and which will be found at page 63 of the Blue Book, the expediency of establishing an examination in the Faculty of Law lower than that for the B.L. Degree, and corresponding generally to the Degree of Licentiate which now exists in Medicine, and to the proposed new Degree in Civil Engineering. The Syndicate approved generally of the suggestion, and in forwarding it for the consideration of the Faculty of Law stated their apprehension "that if it be a condition to the attainment of the lowest Degree in Law, that the students, before seriously commencing their Law studies, shall have devoted to the study of Arts the time necessary to enable them to attain to the B.A. Degree; many youths who might otherwise have attained a certain proficiency in Law studies, will be deterred from entering at all upon the University course of Law, and will either forego all connection with the University, or will devote themselves to those professional branches of University studies which do not impose upon candidates for Degrees therein, the condition of a Degree in Arts, and therefore offer greater temptation to enter upon them." At the same time the Syndicate considered, in conformity with the principle already laid down by the Senate and the Government, "that no Degree, even of the lowest kind, should be conferred by the University in any of the special branches of study, unless it is assured that the candidate has shown that he has received a liberal general education. The Entrance Examination in Arts did not appear to the Syndicate to afford a sufficient test of such an education, and therefore if the choice lay as before between admitting a student to a Degree in Law merely upon his having passed that examination, and insisting on the passing the B.A. examination as an essential condition, the Syndicate would have undoubtedly considered it right to continue the latter course, which has been hitherto adopted. But it appeared to the Syndicate that the intermediate or first examination in Arts, now proposed to be established, will afford the test of a liberal education, and that it will be advisable to admit students who have passed that examination to present themselves for an examination in Law, requiring a somewhat less degree of proficiency than the B.L. examination; but in the same subjects generally, and that upon passing that examination, they should be admitted to an inferior Degree in Law, which may be designated the Degree of Licentiate in Law.

14. The regulations for the new Degree of Licentiate in Law, will be found at pages 25, 26 and 27 of the Blue Book. The general subjects of examination are the same as those for the B.L. Degree, but the period of study required is a year less; and as the exact text books are carefully defined, and are generally elementary, the examination will be practically a lower test, though still a test, nearly, if not quite, as high as that adopted by the London University for its B.L. Degree, which Standard is probably somewhat lower, and certainly embraces a less extensive range of subjects, than that for the B.L. Degree of this University. Candidates for this Degree need not be Graduates in Arts, but they will be required to have passed the first examination in Arts, which the Senate consider will be a sufficient test of a liberal education to meet the requirements of the case.

15. It is anticipated that the examination for the Degree of Licentiate in Law will take the place of the examination which, up to the present year, was held at the Presidency College, and at which certificates, qualifying for practice at the Sudder and Mofussil Courts, were given. The College examinations were conducted by the Professors of the classes which the students had attended. Success in them might be attained without taking any Degree in Arts, and even without attaining any such proficiency in Arts, as success in the first examination now proposed will indicate. And the certificates granted upon such examination, carrying with it, as it did, the right to practice at the Bar of the Sudder and Mofussil Courts, was a sufficient inducement to youths anxious to enter early upon the actual practice of the law, to forego the more laborious course involved in a Degree of Law in this University, which is not to be attained without a considerable proficiency in Arts. The result of this system of certificates would, it was felt by the Syndicate, if continued, be disastrous to

the Faculty of Law in the University, and they would have been prepared to address the Government on the subject. But the necessity of their so doing has been removed, as they rejoice to find that His Honor the Lieutenant Governor of Bengal has lately ordered the discontinuance of the College certificate. This step has been taken by His Honor, as would appear from his letter to the Director of Public Instruction, No. 564, dated the 30th November, 1859, which he has ordered to be communicated to the Senate, and an extract from which is appended in the margin, partly in anticipation of a Degree of Licentiate in Law being established, which shall not require the passing of the B.A. Degree examination as a condition.

3. "The Lieutenant Governor trusts that the plan of an intermediate Examination and Degree as Licentiate, which he is glad to learn is under the consideration of the Senate, will remove all difficulties, and will enable the Education Department to meet the reasonable claims of its law students without acting in a sense contrary to the University system."

16. While, however, the Vice-Chancellor and Syndicate are unanimous in recommending the adoption of a Degree in Law lower than that of Bachelor of Law, not involving the condition of having attained the B.A. Degree, but involving that of having passed the first examination in Arts, some difference of opinion has existed as to the nature of the legal examination to be required for such Degree. Some Members, including the Vice-Chancellor, were disposed to think, and still think, that it is not desirable that there should be two different Standards in law for the Degrees of Licentiate in Law and Bachelor of Law, or that the time required for legal studies should be reduced below three years; but that the only distinction between the two Degrees should consist in the former being based upon a certificate of having passed the first examination in Arts, and in the latter being based upon a B.A. Degree. The majority of the Faculty of Law and of the Syndicate however were of opinion, that it was desirable that there should be a separate examination in law for the Degree of Licentiate, of less difficulty, and requiring a less degree of attainments than the B.L. examination, and that two years' undivided study of Law should be allowed to suffice as a minimum of admission to such examination. The regulations for the Degree of Licentiate in Law have been framed in accordance with this latter view. It will however be seen that the separate examination is not an absolutely essential part of the proposal for the Degree of Licentiate in Law, and that if the principle of the establishment of such a Degree, based upon the first examination in Arts, should be approved of, but it should not be thought desirable to lower the Standard in law below that already in force for the Degree of Bachelor of Law; it will only be necessary to substitute for the Regulations as to the Licentiate Degree, now contained in the Blue Book, a rule providing that no special examination will be held, but that any person who has passed the first examination in Arts and the B.L. examination, shall be entitled to the Degree of Licentiate in Law.

17. It further appeared to the Syndicate and to the Senate desirable, that more encouragement than at present exists should be given

to candidates who graduate in Honors in law,
 Proposed new Degree of Doctor of Law.
 and that inducements should be held out to the law students to attain a higher degree of proficiency than the minimum required for passing the B.L. examination.

Candidates who obtain Honors in Arts are admitted to the Degree of M.A., those who pass in Honors immediately after the B.A. examination, being admitted without further examination or fee, and other Graduates of this or any University in India, or the United Kingdom, being admitted to the examination for the Degree of Master of Arts (i.e. the Honor, Examination in Arts) on payment of a fee of 50 Rupees. The Senate now propose that a

privilege corresponding to this in principle, be conferred on law students, and that Bachelors of Law who pass the Honor Examination in four of the seven optional subjects within six years after entering the University, may obtain the Degree of Doctor of Law without further examination or fee, and that any other Bachelor of Law of this or any University in India, or the United Kingdom, may be admitted to the examination for the Degree of Doctor of Law on payment of a fee of Rupees 50.

18. The Senate conceive that this new Degree, with the title attached to it, will be much prized, and will afford a strong inducement to students in Law to continue their legal studies beyond the point required for a Pass Examination in law, and to master some at least of the subjects for the Honor Examination. At the same time the Senate do not deem it right that so high a Degree as that of Doctor of Law should be conferred upon students who have merely succeeded in obtaining Honors in one or two, or even three of the seven optional subjects of examination, but think it should be reserved for those students who attain Honors in at least a majority of those subjects.

19. The Regulations for the Degree of Doctor of Law will be found at page 31 of the Blue Book. It will be observed that the Regulations for the proposed Degree of Doctor of Law occupies the same position relatively to the Degree of Bachelor of Law, as the Master of Arts does to the Bachelor of Arts. The paragraphs are taken almost *verbatim* from the M.A. Regulations, the only difference being that the words "B.L." are substituted for "B.A.," and "D.L." for "M.A."

20. Since the resolutions for conferring the new Degrees passed the Senate, it has been brought to the notice of the Syndicate, that according to the rule as it now stands, the Degree of Doctor of Law might be conferred on a candidate five years from his passing the Entrance Examination, and that it consequently might be claimed by a candidate who entered at the age of 16, at the early age of 21. This is a very much earlier age than any similar Degree is conferred at any of the English Universities, and although the proficiency of the student, rather than his age, is rightly regarded in conferring Degrees generally in this University, it may be thought that the distinction of Doctor of Law ought not to be conferred on any person, however meritorious, until he has attained a maturer age than 21. To attain the Degree of Doctor of Medicine now requires a seven years' course of professional study, which would bring the candidate to the age of 23. To attain the Master of Civil Engineering Degree according to the present rules, requires at least seven years from the entrance into the University, and will, if the alterations now

proposed in this Degree be adopted, require eight years, which would bring the candidate to the age of 24. And it appears to the Syndicate on the whole desirable, having regard to the weight attached in other Universities to the Degree of Doctor of Law, that this Degree should in no case be conferred until two years after the Degree of Bachelor of Law.

21. The reasons for proposing a new Degree of Licentiate in Civil Engineering have been noticed in paragraph 11. The regulations for

Regulations for the that Degree will be found at page 41 of the proposed Degree of Blue Book. The professional examination is Licentiate in Civil Engineering. lower than for the Degree of Master of Civil Engineering, but it is sufficient in the opinion of the Senate to test a high order of professional ability and acquirements. The condition of a Degree in Arts has been dispensed with, but candidates will be required, as evidence of a liberal education, to pass the first examination in the Faculty of Arts.

22. It will be observed that under the second paragraph of these regulations as they now stand, a course of seven years' study is required from a candidate in Civil Engineering, before he can attain the Degree of Licentiate in that Faculty. Two years of this course will be occupied in qualifying for the first examination in Arts, three years in study in a school of Engineering, and two years in practice. It is left optional however to the candidate at what period of his course he qualifies for the first examination in Arts. As the rule was originally framed by the Faculty of Civil Engineering, the course

*The rule proposed, by the Syndicate which slightly varied in wording from that of the Faculty, was as follows :

The Degree shall not be conferred on any candidate within three academic years from the time of his passing the first examination in the Faculty of Arts, and until he produces certificates of having been engaged for at least five years in the study and practice of Engineering, of which three years must be study in a school of Engineering, and two years' practice. required did not necessarily involve more than six years, including a course of five years in Civil Engineering, of which three years must be study in a school, and two years' practice.* This course admitted of the student pursuing concurrently at least for one year his studies in Arts, and in a school of Civil Engineering; and considering the cognate character of these studies, so far as Mathematics and Natural Philosophy are concerned, it appeared to some Members of the Syndicate and of the Senate, including the Vice-Chancellor, that the course necessary to the attainment of the lowest Degree in Civil Engineering, already longer by a year than that required in the Faculty of Medicine for the corresponding Degree, need not be protracted beyond six years, if students were found competent to pass within that time the requisite examinations. The Members of the Faculty of Civil Engineering present at the meeting of the

Senate took a different view, and urged strongly on the Senate the inexpediency of enabling students to carry on any portion of the Civil Engineering course, concurrently with their course in Arts, or of shortening the full course of Civil Engineering. The Senate in deference to their opinion in a matter which it deemed in a great measure professional, adopted their view by a majority. The effect of this alteration is to render the period required for the proposed Degree of Licentiate in Civil Engineering, longer than that which under the old rules was required for the Master of Civil Engineering Degree; as the latter Degree only required the candidates who attained the Degree of B.A., to have passed four years in the study and practice of Civil Engineering, one year of which at least might have been passed concurrently with the student's course in Arts. It still appears, however, to the Vice-Chancellor and the majority of the Syndicate, that the rule which admitted of the Degree being obtained within six years is preferable to that adopted by the Senate, and they are apprehensive that, by requiring so long a period as seven years to elapse before even an inferior Degree can be attained in Civil Engineering, youths of this country will be deterred from attempting to graduate in that Faculty, and the practical utility of the Faculty will suffer. This however must be considered as their individual view, and not as the collected view of the Senate, which is as above stated.

23. With reference to the new Degrees now proposed to be conferred, I am directed to point out that under Section XI of the Act of Incorporation of the University³, the Senate does not appear to have the power, even with the sanction of the Executive Government, of conferring any Degrees except those specified in that Section, viz. those of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, and Master of Civil Engineering. In case therefore His Excellency in Council shall be pleased to sanction the creation of the new Degrees of Licentiate in Law, Doctor of Law, and Licentiate in Civil Engineering, it shall be desirable that an application be made to the Legislative Council to pass a further Act, expressly empowering the University to confer such Degrees or such other Degrees as the Senate, with the approval of the Governor General in Council, shall from time to time appoint.

24. As the alterations now proposed are so important, and involve an application to the legislature for a change in the original Act of Incorporation, the Vice-Chancellor and Syndicate have deemed it their duty in submitting the recommendations of the Senate for the consideration of His Excellency in Council, to point out also the objections which have occurred to individual Members of the Syndicate as likely fairly to arise in regard to particular details of

the scheme, while they fully and unanimously concur in supporting the general provisions of that scheme.

25. In conclusion I have the honor to request that the report of the Senate, together with the amended Code of Bye-Laws and Regulations, which they have recommended for the government of this University, may be submitted for the consideration of His Excellency the Governor General in Council, and I am further directed to express a hope that the principle of these alterations may meet with His Excellency's approval and sanction.

26. Accompanying this are ten copies of the Blue Book containing the amended Code of Bye-Laws and Regulations, and ten copies of the documents forwarded with your letter under reply, which, with the addition of the Regulations of the London, Calcutta, and Madras Universities, have been re-printed.

[Home-Edn Cons., 30 March 1860, No. 2.]

2

Government of India sanction the proposed changes and additions in the Bye-Laws and Regulations of the Calcutta University and desire submission of a draft Legislation to confer on the governing bodies of the three universities, the additional powers asked for in paragraph 23 of Document I.

FROM R.B. Chapman, Esquire, Under Secretary to the Government of India, to H. Scott Smith, Esquire, Registrar of the Calcutta University, No. 625, dated the 28th March 1860⁴.

I have laid before the Hon'ble the President in Council your letter No. 175, dated the 13th ultimo, with its enclosures, and I am directed to inform you that the changes and additions proposed by the Senate in the Bye-Laws and Regulations of the Calcutta University, are approved and sanctioned by His Honor in Council.

2. A copy of your report and its enclosures will be communicated to the Governments of Bombay and Madras, for the information

of the Senates of the Universities at those Presidencies. The power of finally sanctioning the Bye-Laws of those Universities is however vested by law in the local Governments, and the President in Council does not think it necessary to seek to influence the course which the local Governments may take upon a perusal of your report, not deeming it an object of paramount importance to secure a more perfect uniformity in the Regulations and Bye-Laws of the three Universities than already exists, or than in the case of Bombay has been proposed.

3. His Honor in Council requests that the Senate of the Calcutta University will have the goodness to submit the Draft of a Legislative Enactment to confer on the governing bodies of the three Universities, the additional powers asked for in the 23rd paragraph of your letter.

[Home-Edn Cons., 30 March 1860, No. 3.]

3

Government of India invite the attention of the Bombay Government and Bombay University to their orders in respect of changes and additions in the Bye-Laws and Regulations of the Calcutta University.

FROM W. Grey, Esquire, Secretary to the Government of India, to H. Young, Esquire, Chief Secretary to the Government of Bombay, No. 664, dated the 28th March 1860.

With reference to my letter No. 1054, dated 23rd May last⁵, I am desired by the President in Council to forward, for the information of the Government of Bombay, the accompanying report received from the Senate of the Calcutta University, and its enclosures, conveying the result of the deliberations of the Calcutta Senate on the question of assimilating the regulations of the three Universities, together with a copy of the orders passed by the Government of India upon it.

2. In referring these papers to the Government of Bombay, I am directed to explain that the Supreme Government would not be understood as wishing the Government of Bombay to force upon the Bombay Senate any alterations in the Bye-Laws and Regulations which they originally proposed, with a view to their assimilation with the Bye-Laws now sanctioned for the Calcutta University, unless the Senate should themselves, on a consideration of the documents now forwarded, be satisfied as to the expediency of modifying those rules. If they should be averse to any alteration, the President in Council is of opinion that the rules should be sanctioned by the Government of Bombay as they stand without further delay, subject however to the modification which was directed to be made by my letter No. 2545, dated the 23rd December⁶.

[Home-Edn Cons., 30 March 1860, No. 4.]

4

Government of India invite the attention of the Madras Government and Madras University to their orders in respect of changes and additions in the Bye-Laws and Regulations of the Calcutta University.

FROM R.B. Chapman, Esquire, Under Secretary to the Government of India, to J. D. Bourdillon, Esquire, Secretary to the Government of Fort St. George, No. 663, dated the 28th March 1860.

I am directed to transmit, for the information and consideration of the Hon'ble the Governor in Council of Madras, the accompanying report and documents from the Senate of the Calcutta University, upon the subject of the assimilation of the regulations and standards of examination at the Universities of the three Presidencies, together with the reply addressed by order of the Hon'ble the President in Council to the Registrar of the Calcutta University.

2. In forwarding these papers it is not the object of the Supreme Government to suggest that the Government of Madras should urge

upon the Senate of the Madras University, the adoption of any alteration in the Bye-Laws and Regulations of the Madras University for the purpose of assimilating them to those now sanctioned for the Calcutta University, unless the Senate itself should deem such a course desirable.

[Home-Edn Cons., 30 March 1860, No. 5]

5

Act XLVII of 1860 empowering the three Presidential Universities to confer degrees in addition to those mentioned in their Acts of Incorporation.

ACT XLVII OF 1860

Passed by the Legislative Council of India. (Received the assent of the Governor-General on the 6th October 1860).

An Act for giving the Universities of Calcutta, Madras, and Bombay the power of conferring Degrees in addition to those mentioned in Acts II, XXII, and XXVII of 1857.

WHEREAS it is expedient to give to the Universities of Calcutta, Madras, and Bombay, established under Acts II, XXII, and XXVII of 1857, the power of conferring Degrees other than the Degrees in that Act expressly provided for; It is enacted as follows:—

I. It shall be competent to the Chancellor, Vice-Chancellor, and Fellows of the Universities of Calcutta, Madras, or Bombay respectively to confer such Degrees and to grant such Diplomas or Licenses in respect of Degrees as the said Chancellor, Vice-Chancellor, and Fellows of any such University shall have appointed or shall appoint

by any Bye-Laws or Regulations made and passed or to be made or passed by them in the manner provided in the said Acts, and submitted to and approved by the Governor-General in Council as far as regards the University of Calcutta, or by the Governor in Council of Madras or Bombay as regards the Universities of Madras and Bombay respectively.

II. All the provisions contained in the said Acts II, XXII, and XXVII of 1857 with respect to the Degrees therein mentioned and Construction. to the examinations for those Degrees shall apply to any Degrees which may be conferred under this Act and to the examinations for such Degrees.

[*Leg. Dept Papers of Act XLVII of 1860.*]

SECTION II

PROPOSAL TO ESTABLISH A FOURTH UNIVERSITY FOR NORTHERN INDIA—
QUESTION OF MEDIUM OF INSTRUCTION—ESTABLISHMENT OF THE
"LAHORE UNIVERSITY COLLEGE". (1867-1870).

[*Documents 6-12*]

6

Memorial from the British Indian Association, North-Western Provinces, to the Viceroy and Governor-General of India in Council urging that modern Indian languages be employed as a media for conveying to the people "European knowledge" and the higher order of education and suggesting a practical mode of carrying out their wishes.

1 August 1867

TO His Excellency the Viceroy and Governor-General of India
in Council.

THE HUMBLE PETITION OF THE BRITISH
INDIAN ASSOCIATION, NORTH-WESTERN PROVINCES.⁷

May it please Your Excellency,

We the undersigned, Members of the British Indian Association, North-Western Provinces, are deeply sensible of and do fully appreciate the strenuous efforts which the Government has made in the matter of public education and civilization in general of the Natives of India, and for which all of us owe a very heavy debt of gratitude. We fully believe that Government has taken in hand the subject of public education from motives of the purest disinterestedness, that the good of the people has been its sole object, and that its constant endeavour is always to improve the condition of its subjects.

In the firm impression of this belief we are now encouraged to come forward and submit certain schemes, which, if carried out, we are persuaded will have the effect of greatly enhancing the benefits of the present system of education, and we earnestly trust that the Government will be graciously pleased to take these schemes into their serious and most favourable consideration.

We confess that many of the arts and sciences, now prevalent in Asiatic countries whose history and subject-matter are embodied in the works of our most celebrated authors of old, and which have descended to us in their pristine condition, unchanged and unimproved, are founded on principles which the modern advancement of knowledge has proved to be false and erroneous. There are others, based indeed on sound and true principles, but whose condi-

tion or status, owing to the additions of modern research and discovery, has entirely changed. There are others again the study of which has now become obsolete and useless, while on the other hand there now flourish in the world many sciences and arts, which owe their origin to the present age only, and were quite unknown to our ancestors. Hence it is an indisputable fact that a study of those sciences and those languages, which are only prevalent in Asia, is wholly insufficient for the advancement of our knowledge or the enlightenment of our minds, while it is no less certain a fact that to obtain these advantages there is no better way than to study the English language, and through it to gain access to the richest treasures of modern thought and knowledge. And it is for these reasons that we all agree in considering that the Government policy connected with the introduction and diffusion of the English language into this country has been well conceived and should be steadily carried out.

But meanwhile it is possible that while we are prosecuting one good work we may be neglecting others of greater urgency and importance, and thus lessen the value of efforts, which properly and impartially directed, might reach the highest point of success. This error we conceive to have been made in the present system of education. We are eager that this system should be as faultless as it can be desired, and we cannot but think that in our intentness upon the accomplishment of one good work, we are losing sight of others, to which greater importance may be attached.

The duty of a Government, especially that of the British Government, in undertaking the Public Education of the numerous classes of its subjects, each different class having a religion and customs of its own, is to impart such knowledge and instruction as will be useful to the people in the everyday business of their lives, as will rectify and improve their habits and morals, as will acquaint them as far as possible with the known truths of nature and science, and as will engender in them nobility of principle and elevation of idea, while at the same time care must be taken that neither principles nor ideas be made to rest on the tenets of any religion, or on the practice of any national or religious custom, but be founded on the laws of natural morality and the general dictates of reason. The task is difficult indeed but possible, and the consequences of its successful prosecution will be most momentous. The mental enlightenment of the people will be followed by the increase of material comfort. Taught the realities of things around them they will no longer be the ready recipients of those false notions and idle terrors which occasionally confuse and alarm the public mind and lead to the disturbance of general tranquillity and order. Antipathy of race and religion will

fade away before the light of nature and reason, and social respect and confidence will take the place of present dislike and suspicion.

A Government actuated by motives different from these, urged perhaps by the less elevated desire of carrying education only to such a point as would fit them for the performance of the ordinary duties of life, would be doing little more than a man does when he trains an animal for draught or other purpose of his own. But we sincerely believe that these are not the intentions of the Government of India—we feel sure that the work it has commenced, has been undertaken with the highest objects and the most liberal aims, and of this the three Universities, in which the most advanced education is made accessible to the general population, are conspicuous proofs.

We would therefore draw the attention of our Government to the question, whether the existing system of education provided by the State is capable of securing the true ends of education as we have above sketched them. We would humbly represent that in our opinion under the present system those ends are incapable of attainment. A few indeed out of the 140 millions subjects to the Government of India may have received through its means all the pleasures and benefits of a sound and liberal education, but these few are insignificant when compared with the great majority, and this majority has received no enlightenment, in fact has not been affected at all. The country as a whole is in its original state of uncivilized ignorance, and has tasted none of the advantages of learning and civilization. We have said that in offering our present petition, our object is not to revive the dead learning and refinement of Asia, but to supplant all this by the introduction of the truer and more recently acquired knowledge of Europe, while we desire to benefit not the few only but the large masses of the people, and to spread over the whole country the blessings of good morality and sound wisdom.

At present an acquaintance with the higher branches of knowledge can be obtained only by a study of the English Language, and it is this which presents the greatest obstacles to the general and rapid propagation of useful knowledge in the country, and which delays the approach of any change for the better in the ideas and morals of the people. By this the growth of Public Education is stunted and withered, and a few only, through a medium difficult of access, can cull the fruits of a learning, which should be easy of approach to all.

The cause of this condition of things is not any jealousy or dislike felt by the people towards the study of English. The times

in which such feelings were held have passed away, we believe for ever—the necessity and importance of learning English are clearly seen and liberally acknowledged by the great body of natives, many of whom have declared their views in large and influential meetings of their fellow countrymen. We will quote the words of one in particular, Syud Ahmed Khan, Principal Sudder Ameen of Allypore.

“I would especially call their attention to the urgent necessity there is for the study of English. It is not only requisite on account of the many lucrative posts which it enables those who study it to fill, but on account of the manifold uses and advantages it confers in the daily routine of life. A thorough knowledge of English is necessary to enable us fully to understand the laws of our country, as they are shown in the ordinary acts and proceedings of our Government, to successfully carry on trade, to mix with our European fellow-subjects, and to master the many arts and sciences so ably treated of in that language.”

There are some other causes which may account for the present stationary condition of education, but one important cause is, that, through the study of English alone as it is at present taught and acquired, the student, rare cases excepted, does not attain or exhibit a degree of knowledge, or a standard of morality and culture which can be respected and imitated by others, or which is capable of convincing parents and friends that a high point of education has been attained. One out of a hundred may indeed reach the much desired degree of excellence, but the number of such is small and insignificant and they make no impression on the millions around them.

It is with the object of remedying this defect that we desire to make our suggestions. We would wish that, whatever exertions are being made now in the diffusion of the English language, should be continued and from time to time increased, but that another system of education, better calculated for the spread of general instruction, be inaugurated and carried out and through its instrumentality English be made the means of benefitting very many instead of the very few. The system we propose may be different from that now in vogue, but is not antagonistic to it, the ultimate object of both is the same. What we urge is that instead of English alone, the vernacular also may be made the channel for the instruction of all the people alike in the very highest subjects of culture and education.

It may be hastily said that this proposition has been long ago settled and put at rest, but we strongly deprecate this assertion.

What we propose has never even been subjected to discussion. The point settled was whether English ought to be introduced into the country, or the study of oriental languages with their effete arts and sciences be encouraged and diffused. With the decision arrived at we all thoroughly agree—it was all that could be desired. Our proposition however which we offer for consideration and solution by the Government and the public is this—while maintaining and promoting English education, can we not adopt a vernacular language, as a medium better suited than a strange tongue for the general diffusion of knowledge and the general reform of ideas, manners and morals of the people—cannot European enlightenment and civilization be better taught through a language which is understood, than through one which is foreign and unknown and can never be acquired by the vast majority of the 140 millions of British India? We can never teach all these millions a new and single tongue—we cannot reverse the miracle of the Tower of Babel. If this cannot be done, we have no resource but to adopt the vernacular as a medium for the instruction of the people generally in European learning and civilization. We would do well to bear in mind the intelligent observations of Mr. B. H. Hodgson on the foundation of an institution for the diffusion of knowledge in India—“Now I consider that if we would really benefit India by book-education, it must be as we benefit her by our Government and our laws: that is by reaching the many, by discarding book-lore or enfranchising it in fact; and that with the objects spoken of as the only real and sound ones, we should make their realization our primary end and aim. Make knowledge the handmaid of everyday utility and give its acquisition the utmost possible facilitation. Such are my wishes and therefore I give an unlimited preference to a vernacular medium both for its facility and for its aptitude to make the knowledge conveyed through it practically effective in a beneficial way, and also for its diffusible quality, &c.”

There is a double consumption of time in the acquisition of knowledge through a foreign tongue. First it is necessary to study the language itself and thousands of students take up so much time in this work that no time is left to them for the study of useful knowledge by means of the language they are acquiring and but a few only ever study it with success. Secondly the knowledge must be studied on its own account, and rarely are any found to succeed in both. Whereas where instruction is imparted in a student's vernacular tongue, no time is wasted, and there is a certainty of his acquiring at least some knowledge of subjects, which had the language of instruction been a foreign tongue, he would have found the greatest difficulty, in many instances amounting to impossibility, in approaching.

We respectfully submit that by the terms, education through the vernacular, we do not mean the revival of Asiatic learning and science as subjects of instruction. On the contrary we seek only the diffusion of the sciences and arts now prevalent in Europe, since we aim at nothing else than the universal spread of European enlightenment throughout all India.

Two institutions exist, the authority of which may be adduced in support of the utility of our proposition. The Thomason Civil Engineering College at Roorkee, and the Vernacular Department, Medical College, Agra. In the former, the same branches of learning, and up to the same standard, are taught both in the English and Vernacular Departments, in other words, the books studied in the Vernacular Department are the exact translations of the volumes used in the English Department. The examination questions are the same for both Departments. One set of papers is in English, the other in the vernacular, accurately translated. The results of the examination are similar in kind, at one time a student of the Vernacular Department obtains a higher place or better marks than his competitor of the English Department; at another time the English student surpasses his vernacular rival. Both enjoy equal advantages, the channel only through which they study is different. Again, in the Medical College, Agra, it does not appear that the vernacular students fall behind their English competitors in mastering subjects which in a similar way are taught to both up to a certain standard.

If then the vernacular were made the medium of instruction, the degree of learning and culture, which is now reached by a few M.A. graduates, would be open to attainment by vast numbers; and while now under the system of instruction through a foreign tongue, the learning which has been once acquired soon passes away and is forgotten after the student has left the university and entered upon the ordinary duties of life, under the plan proposed not only would the amount once acquired be retained, but, the medium of his knowledge being the ordinary language of his thoughts, would be constantly receiving augmentation and development in proportion to the ability of the student.

It is absurd to suppose that a high standard of education through the vernacular will be detrimental to the spread of English. It would be as incorrect to say that the construction of both canals and roads, where both are needed, is injurious,—that one is obstructive to the other, whereas they are two separate and independent works, each beneficial in its way, but neither antagonistic to the other. For similar reasons instruction in the English language, and general education by means of the vernacular, are two distinct works,

both conducive to a good end, and not detrimental to each other. In fact, they are two different instruments for attaining similar results. Our belief indeed is that a high class education in the results of European learning, given through the vernacular, will create a desire for the cultivation of English, and materially assist its general diffusion among the Natives. At present the latter have not much respect for the sciences and arts known to Europeans, and think acquirements of the latter inferior to those which formerly prevailed in Asia. The cause of this is their entire ignorance of European culture, an ignorance which must remain while they have no means, as at present, of removing it. Suppose that a native has returned home from the Calcutta or even some English University, crowned with the honors of an M.A. or L.L.D. degree—when he converses with his friends, he is wholly unable to furnish them with any idea of what he has studied—English terms and phrases alone occur to his mind, the import of which from want of practice he is quite unable to give in his native tongue. His knowledge therefore is of little benefit to his friends and acquaintances, who carry away with them but a poor idea of his acquirements. How much greater would his influence be, were he to receive his education through the vernacular, and were he able at once to impart to all around him the results of his own learning and experience. Emulation would take the place of an ignorant contempt, and the evidence, patent to their senses of the good effects of an elevated standard of instruction, would stimulate others to follow the example before them and tend to inculcate a general fondness for the study of modern science and learning.

On the grounds above detailed we very humbly but earnestly solicit the Government of India to establish a system of public education of the highest class, in which the arts, sciences and other branches of literature may be taught through the instrumentality of the vernacular, that an examination in the vernacular be annually held in those very subjects, in which the student is now examined in English in the Calcutta University, and that degrees now conferred on English students for proficiency in various departments of knowledge, be like-wise conferred on the students, who successfully pass in the same subjects in the vernacular, and finally that either a Vernacular Department be attached to the Calcutta University or an independent Vernacular University be created for the North-Western Provinces.

The Punjab Government admitting the necessity of an Oriental University has essayed to commence its foundation. The aims and objects of this are excellent, but those of the University, which we solicit for these Provinces, are superior. The first has for its scope the revival and culture of oriental languages, the latter seeks to be the means of diffusing throughout the country European learning and

civilization—the attainment of such an object would change the whole condition of Hindoostan.

It is indeed true that there are at present no works existing in the vernacular, which will enable the student to read up to the standard which is now demanded for examinations in the University. But the production of such works is not a difficult task. The books contained in the University examination catalogue might be translated into the vernacular, and in certain subjects original compositions would be produced. There are many scholars fitted for the task, and the Allygurh Scientific Society has been working in this direction. It has only lately published a translation of the well-known Elphinstone's History of India, a book which forms a subject of part of the University examination and will from time to time produce versions of similar works.

In conclusion, we must express our strong conviction that the scheme we advocate, if carried out, will be a most effective means for the regeneration of the country, the removal of the mists of error and ignorance from the minds of its inhabitants, and a source of incalculable good to all alike, governor and governed. We therefore most respectfully and confidently hope that the enlightened Government of India, which has always exhibited an anxiety for the amelioration of the condition of its native subjects, will graciously bestow its most serious consideration on the important project we now submit to it.

Your Excellency's Petitioners shall ever pray.

Issur Chunder Mookerjee, *Vice President*/Syud Ahmud/Mahomed Yoosiff/
Budree Pershad/Munnoo Lall/Muddud
Hoosain/Mahomed Inayetoolla Khan/
Mahomed Abdoosshakore Khan/Hafeez-
zooddeen Ahmud/Raja Jykishen Dass
Buhadur, *Secretary*.

ALLYGURH;
The 1st August, 1867.

[Home-Edn A Progs, September 1867, No. 19.]

Government of India inform the Members of the British Indian Association, North-Western Provinces, that while the immediate use of the English language as a medium of instruction for education of a higher order was essential owing to the want of translation of European works in the Indian languages, steps had simultaneously to be taken to develop the Indian languages so that they could ultimately become the media of instruction for higher education and acknowledging in very encouraging terms that they would be glad to recognize and assist all efforts made by societies or individuals to further this object in view.

No. 4217

GOVERNMENT OF INDIA
HOME DEPARTMENT
[Education]

Simla, the 5th September 1867.^s

TO the President and Members of the British Indian Association,
North-Western Provinces.

Gentlemen,

You have already been informed by the Private Secretary to His Excellency the Viceroy^a that your memorial, on the subject of education, dated the 1st ultimo, would be considered by the Governor General in Council in this Department; and I am now directed to communicate to you the remarks suggested by a careful perusal of your representation.

2. The importance of the Vernacular Languages as a medium for conveying instruction to the people was prominently recognized in the Education Despatch* of 1854, containing the leading principles by which the system of Education in this country has since been governed; and His Excellency in Council is glad to find that the soundness of the views therein expressed is so fully corroborated by the representation which you have now submitted.

3. In the Despatch above quoted the Court of Directors stated that it was neither their "aim nor desire to substitute the English Language for the vernacular dialects of the country," and the opinion was unreservedly stated that "any acquaintance with improved European knowledge which is to be communicated to the great

*Extracts, paragraphs 11 to 14 appended.

masses of the people whose circumstances prevent them from acquiring a high order of education, and who cannot be expected to overcome the difficulties of a foreign language, can only be conveyed to them through one or other of these Vernacular languages." On the other hand, it was stated that a knowledge of English, as a key to the literature of Europe, "will always be essential to those Natives of India who aspire to a high order of Education."

4. A broad distinction was thus drawn between the Vernacular languages as the necessary and only medium of instruction of a popular kind, and the English language as an essential requisite for education of a high order. But between these two limits of popular education on the one hand, and education of a high order on the other, there were many degrees of knowledge, for the communication of which, through the medium of the Vernacular or English languages, no specific rules could be laid down. It had hitherto, as observed in the Despatch above quoted, "been necessary owing to the want of translations or adaptations of European works in the Vernacular languages of the East, for those who desired a liberal education to begin by the mastery of the English language;" but this necessity was not regarded as one likely to be of permanent duration, for it was remarked that, "as the importance of the Vernacular languages becomes more appreciated, the Vernacular literature of India will be gradually enriched by translations of European books, or by the original compositions of men whose minds have been imbued with the spirit of European advancement, so that European knowledge may gradually be placed in this manner within the reach of all classes of the people."

5. There can be no doubt that since 1854 some progress has been made towards this very important end, principally by the translation of European works into the Vernacular dialects of the country; and the Governor General in Council will contemplate, with the greatest satisfaction, further indications of a desire and ability on the part of the Natives of India to add to this progress. It is gratifying to find in the Memorial now before Government, so clear a recognition of the necessity of adding to the Vernacular literature with the view of making it available as a medium for imparting a higher class of instruction to the great masses of the people; and His Excellency in Council notices with particular satisfaction the mention made of the steps, in this direction, now being taken by the Allyghur Scientific Society.

6. Grants for the encouragement of Vernacular literature are yearly placed at the disposal of Local Governments and Administrations in the chief Provinces of the country, and the same object is further aimed at by the publication or purchase by the various Edu-

cation Departments of Vernacular books for sale and distribution. By these and such other means as may from time to time suggest themselves, the Governor General in Council hopes that the Vernacular languages of India may be made more and more available as media for conveying instruction of a higher order, and it will always be an object with His Excellency in Council to keep this important subject prominently before the Education Authorities, and to give every help towards the attainment of the end in view.

7. As regards the requests* made in the 19th paragraph of the memorial, the Governor General in Council thinks it must be admitted that the Vernaculars of the country do not as yet afford the materials for conveying instruction of the comparatively high order contemplated by the British Indian Association. A large proportion of the books contained in the University Examination Catalogue remain as yet, it is believed, untranslated in the Vernaculars; and it must be borne in mind that even the translation of only such books as are specially prescribed for study by the University would hardly of itself be sufficient to warrant the introduction of the proposed measures, for the object of University education is not merely or principally to secure a knowledge of certain specified books, but to prepare and fit the mind for the pursuit of knowledge in the wide sphere of European science and literature, and for some time to come this can probably be carried on by Natives of India only through the medium of the English language.

8. At the same time the Governor General in Council will be glad, as will also the local Governments to recognize and assist all efforts made either by societies like yours or by individuals to further the object which both your Society and Government have equally in view and will at all times be happy to receive practical suggestions on the subject and give them the fullest and most careful consideration.

9. It must, however be borne in mind, as remarked by the Secretary of State in his Education Despatch of 1861¹⁰, that it is practically impossible, even if it were desirable, for Government to undertake

* (1) That a system of public education of the highest class be established in which the arts, sciences, and other branches of literature may be taught through the instrumentality of the Vernacular.

(2) That an examination in the Vernacular be annually held in those very subjects in which the student is now examined in English in the Calcutta University.

(3) That degrees now conferred on English students for proficiency in various departments of knowledge, be likewise conferred on the students who successfully pass in the same subjects in the Vernacular.

(4) That either a Vernacular Department be attached to the Calcutta University, or an independent Vernacular University be created for the North-Western Provinces.

the whole expense of imparting a sound education to a country so densely populated as India. The Government must look to the wealthier classes to contribute freely their time, their money, and their influence, towards an object in the successful accomplishment of which the prosperity and advancement of India so greatly depends.

10. It has been only by such efforts on the part of individuals, or sections of the people, that education has been widely spread in European Countries generally, and the task is, in fact, one which no Government can wholly assume with any prospect of success.

I have the honour to be,
Gentlemen,
Your most obedient servant,

(Signed) E. C. Bayley,
Secretary to the Government of India
No. 4218-4227

Copy of the memorial and of this reply, forwarded to all Local Governments and Administrations for information¹¹.

(Signed) E. C. Bayley,
Secretary to the Government of India

[Home-Edn A Progs, September 1867, No. 20.]

8

Proposals of the Government of the Punjab for the establishment of a University at Lahore.

FROM T. H. Thornton, Esquire, Secretary to the Government of Punjab, to E. C. Bayley, Esquire, Secretary to the Government of India, No. 235, dated Lahore, the 27th May 1868.

Your letter No. 4217, dated 5th September 1867, to the address of the President and Members of the British Indian Association of the North-West Provinces, copy of which was transmitted to this

Government with your endorsement No. 4222 of the same date, conveyed the views of His Excellency the Viceroy in Council upon the subject of providing education for the people through the medium of the Vernacular.

2. It was pointed out in that letter that, in the Educational Despatch of 1854, "a broad distinction was drawn between the Vernacular languages as the necessary and only medium of instruction of a popular kind, and the English language as an essential requisite for education of a high order;" but that, "between these two limits of popular education on the one hand, and education of a high order on the other, there were many degrees of knowledge for the communication of which, through the media of the Vernacular or English language, no specific rules could be laid down;" and it was added, in paragraph 8, that the Governor General in Council "would be glad to recognize and assist all efforts made by Societies or individuals to further the object in view."

3. With reference to the above remarks, and to the liberal promise of assistance made in paragraph 8 of your letter, the Hon'ble

1. From Secretary to Government, Punjab, to Director of Public Instruction, C.U. Aitchison, Esquire, and Anjumans of Lahore and Delhi, dated 25th October, 1867. the Lieutenant-Governor is encouraged to transmit, for the consideration of the Hon'ble the Governor General in Council, copies of the papers noted in the margin¹².

4. From these papers it will be apparent to His Excellency in Council:—

2. From Director, Public Instruction, to officiating Secretary to Government, Punjab, No. 7, dated 9th January 1858.

3. Memorandum by C. Pearson, Esquire, Inspector of Schools, Rawul-Pindi Circle.

4. Memorandum by C.W.W. Alexander, Esquire, Inspector of Schools, Lahore Circle.

5. Memorandum by E. Willmot, Esquire, late Principal, Delhi College, and now Inspector of Schools, Umballah Circle.

(1) That a strong desire exists on the part of a large number of the Chiefs, Nobles, and educated classes of this Province for the establishment of a system of education which shall give greater encouragement to the communication of knowledge through medium of the Vernacular, to the development of a Vernacular literature, and to the study of Oriental classics, than is afforded by the existing system, a system framed to meet the requirements of the University of Calcutta;

(2) That it is the opinion of Officers, holding high positions in the Educational Department of this Province, that the system of that University is not adapted to the educational requirements of the Punjab, inasmuch as it does not

6. Memorandum by C. U. Aitchison, Esquire. give a sufficiently prominent position to Oriental studies, regards English too exclusively as the channel through which instruction must be conveyed, and prescribes a mode of examination which is calculated, in their opinion, to raise superficial rather than sound scholars;
7. Memorandum by Lieutenant-Colonel Cox, Commissioner of Lahore.
8. Letter from Secretary to the Anjuman (Native Literary Society) of Lahore. (3) That the governing body of that University has recently, through its Vice-Chancellor, expressed unwillingness to modify its system so as to meet the wishes of the Native community and educational Officers of this Province;
9. Letter from Secretary to the Anjuman (Native Literary Society) of Delhi.
10. Extract from the speech of Mr. Seton-Karr, Vice-Chancellor of the Calcutta University, dated 29th February 1868. (4) That in the opinion of many, even were the Calcutta University to consent to modify its system, the area over which its operations extend is too vast, and the populations too varied, to admit of its properly fulfilling the duties devolving upon it;
11. Resolutions agreed to, after discussion, at a meeting of Rases and others interested in education, held at Lahore on 12th March 1868. (5) That, under these circumstances, a strong desire exists that there should be a separate University for the Punjab and its Dependencies, constituted on principles more in harmony with the wishes of the people; and
12. Resolutions agreed to, after discussion, at a meeting held on 23rd March.
13. Resolutions agreed to, after discussion, at a meeting held on 25th May.
14. List of donations and subscriptions towards the endowment of a University at Lahore. (6) That, with this object, a sum amounting to Rupees 98,794 has been collected, of which Rupees 86,205 are in hand, and ready to be invested in Government securities as an endowment fund, the interest whereof will be available for the support of the Institution,—that further donations to the endowment fund to the amount of Rupees 82,311 are promised, and that annual subscriptions are promised to the amount of Rupees 13,691.

In short, in the event of a University being established, there is every prospect of an annual income from private sources, amounting approximately to Rupees 21,000, of which Rupees 13,000 will be derivable from subscriptions, and Rupees 8,000 from interest on invested capital.

5. Under the circumstances set forth above, I am to solicit that, in accordance with the promise made in paragraph 8 of your letter, and with the principles of the Educational Despatch of 1854, a grant-in-

aid equivalent to the income derived from the above sources be sanctioned by the Supreme Government. His Honor further proposes to assist the Institution by grants of available waste lands.

6. In the event of the establishment of a separate University for the Punjab being approved of by the Supreme Government, and sanction being accorded to the grant-in-aid above applied for, it is proposed, with the concurrence of the *Anjumans* (Native Literary Societies) of Lahore and Umritsur, which have been from the first the zealous promoters and supporters of the movement, and of the Chiefs who have so munificently contributed, and of the principal Officers of the Educational Department, that the plan and constitution of the University be as follows:—

I. That the University be established on the footing of a Grant-in-aid Institution at the City of Lahore.*

II. That the special objects of the University shall be to *afford encouragement to the enlightened study of Oriental languages and literature, the improvement and extension of the vernacular literature of the Punjab and its Dependencies, and the diffusion of Western knowledge through the medium of the vernaculars.*

III. That the governing body of the University consist of—

- (1) A Chancellor (the Lieutenant-Governor of the Punjab).
- (2) A Vice-Chancellor to be appointed by the Chancellor.
- (3) A Council or Senate to be composed of—

(a) The Chancellor and Vice-Chancellor, as President, Vice-President respectively;

*It was at one time in contemplation to propose the establishment of a single University for the North-West Provinces and the Punjab combined, having its seat at Delhi, a proposal with which Mr. Kempson, the Director, Public Instruction, North-West Provinces, kindly indicated, in general terms, his concurrence; but on canvassing the opinions of those of the community who have most prominently come forward in the matter, it has been found that they evince an extreme repugnance to any such arrangement. They consider that the Punjab has a speciality of its own, which requires that it be treated apart from any other Province in this matter; they contend also and most emphatically to the representatives of the Chiefs who have so liberally contributed that Lahore, and not Delhi, should be the seat of the University, as being the head-quarters of the Administration of the Province, and the place with which for generations past they have held relations such as have never existed with Delhi. Further it is certain that the nobles and gentry of Delhi have not as yet evinced any such enthusiasm in his matter as those who have striven for the establishment of a University at Lahore. Under these circumstances, the Hon'ble the Lieutenant-Governor is thoroughly convinced that the latter measure is the one which it is incumbent upon him to recommend, and he feels sure the residents of Delhi will acquiesce in the justice of the decision, and afford, for the future, their hearty co-operation, which is a matter of the greatest importance.

(b) Members appointed by the Chancellor on the ground of being eminent benefactors to the University, original promoters of the movement in favour of its establishment or persons distinguished for attainments in literature and science;

(c) Such number of Officers of Government as the Government may see fit to appoint as *ex-officio* members;

(d) Representatives appointed by those independent Chiefs who have already contributed, or who may hereafter liberally contribute, to the endowment; and

(e) Hereafter all Graduates of and above the Degree of Master of Arts, or equivalent degree in other faculties—subject to the confirmation of the Chancellor.

(4) An Executive Committee to be appointed by the votes of Members of the Council of Senate under such regulations as may be prescribed.

IV. That the above governing body be constituted a body corporate, entitled to hold and dispose of property, and to sue and be sued in its corporate capacity under the title of the "Lahore University."

V. That the University be empowered—

(1) To confer, after examination, Degrees of Honor and Diplomas for proficiency in literature and science under such Regulations as may be framed in conformity with the principles set forth above.

(2) To expend the income at its disposal in all or any of the following ways, viz.:—

(a) The remuneration of Examiners;

(b) The establishment of *fellowships* and *scholarships*, tenable by persons undertaking to devote themselves to the pursuit of literature and science in such manner as to carry out the special objects of the University;

(c) The bestowal of rewards for good vernacular translations of, and compilations from, European standard works for original treatises in Oriental tongues on subjects of importance, and works or compositions distinguished for excellence of style;

(d) The establishment of a Collegiate Department in connection with the University,* or making pecuniary grants to other Colleges conducted on a system conformable with the principles of the University;

(e) The entertainment of a Registrar, and other necessary Office establishments and charges;

(f) Investing funds in Government securities for the benefit of the University; and

(g) In such other ways as may be desirable or necessary for carrying out the purposes of the University.

(3) To frame regulations, not inconsistent with the above provisions, for carrying into effect the purposes of the University, and from time to time to rescind, alter, and amend such Regulations; provided that no Regulation shall have effect unless passed by a majority of the Council or Senate at a General Meeting, (convened after due notice), and confirmed by the Chancellor. In framing such Regulations the following instructions shall be observed:—

(a) In Regulations made for the conduct of examinations, or the conveyance of instructions, it shall be provided that the examinations be conducted and instruction conveyed, *as far as possible*, in and through the Vernacular.

(b) Efforts shall be made to discourage superficial scholarship by a modification of the existing system of prescribing text-books for entrance and other examinations for Degrees in Arts, and substituting largely *oral examination, composition, and translation*; and by diminishing as far as possible, consistently with the attainment of sound knowledge, the *number* of obligatory subjects for examinations.

(c) A thorough acquaintance with the Vernacular shall be made a necessary condition for obtaining any degree, fellowship, or other honor, in addition to any other attainments which may be required.

(d) Proficiency in Arabic or Sanscrit, or such other Oriental language as may be prescribed by the governing body, combined with a thorough acquaintance with

*The funds of the University will be inadequate *at present* to establish a Collegiate Department in connection with the University; but endeavours will be made to modify the system of education in the existing Government Colleges of Lahore and Delhi, so as to harmonize with the principles of the University.

English, shall be a necessary condition for obtaining the highest honors of the University; but provision shall be made for duly recognizing and honoring proficiency in literature and science in the case of those *unacquainted with English*, provided such attainments are combined with a fair acquaintance with the more important subjects of European education, such as History, Geography, &c., so far as such acquaintance is obtainable through the medium of the Vernacular; and for duly recognizing and honoring proficiency in English, unaccompanied by a knowledge of Arabic or Sanscrit.

7. In the event of the above general scheme being approved of, it is suggested that the provisions be embodied in a Bill, and submitted for the consideration of the legislature.

8. In conclusion, I am desired by the Hon'ble the Lieutenant Governor to call the attention of His Excellency the Viceroy in Council to the munificent liberality of some of the independent Chiefs of this Province.

The liberality of His Highness the Maharaja of Cashmere, in assigning the sum of Rupees 62,300 to this Government for promoting the objects of the University have already been acknowledged by the Government of India and Her Majesty's Secretary of State; His Highness the Raja of Kappurthulla has, in like manner, contributed Rupees 10,000, in addition to a previous donation of Rupees 2,000; while their Highnesses of Maharajah of Patiala, the Rajas of Jheend and Nabha, and the Sirdar of Kalsia, have promised to invest the sums noted in the margin in Government securities, and assign the interest to the University.

Liberal contributions from other Chiefs and Gentlemen will be observed in the Schedule of subscriptions.

9. I am further to bring to notice the services of the following Officers in connection with the movement in favor of the establishment of a University; of Dr. G. W. Leitner, Principal of the Lahore College, a distinguished scholar in Arabic and master of many European languages, who has been from the first conspicuous for his zeal in promoting the establishment of an educational system suited to the wishes of the people, whose confidence he has awakened in a marked degree; of Mr. C. U. Aitchison, now officiating as Foreign Secretary to the Government of India, who, as Deputy Commissioner

of Lahore, Officiating Commissioner of Lahore, and Officiating Secretary to this Government, was indefatigable in seconding the movement, and aiding its promoters with sound advice; and of Pundit Manphul, Mir Moonshi of this Office, whose services have been specially brought to notice by Mr. Aitchison. The number of Chiefs, Nobles, and Gentlemen, who have more or less distinguished themselves by their exertions, is so great that it would be invidious to particularize individuals.

[Home-Edn A Progs, 19 September 1868, No. 19.]

9

Government of India oppose the creation of a separate University at Lahore, owing to certain difficulties herein indicated and suggest the establishment of one University for the whole of Northern India and the Urdu and Hindi speaking districts of the Central Provinces.

No. 558

GOVERNMENT OF INDIA

HOME DEPARTMENT

[Education]

Simla, the 19th September 1868.

TO the Secretary to the Government of Punjab.

Sir,

I am directed to acknowledge the receipt of your letter No. 235, dated the 27th May last, with its enclosures, relative to a proposal for the establishment of a University at Lahore.

2. It is stated that the Educational Officers in the Punjab are of opinion that the system of the Calcutta University is not adapted to the requirements of the Punjab, because it does not attach sufficient importance to the vernaculars, but regards English too exclusively as the channel through which higher instruction should be conveyed. This view is alleged to be unpalatable to the educated classes of the

Punjab, and a strong desire is said to exist that there should be a separate University for the Punjab and its dependencies, constituted on principles more in harmony with the wishes of the people.

3. With this view, a sum of Rs. 98,794 appears to have been already collected towards the formation of an endowment fund, and donations to the amount of Rs. 82,311 to have been promised. It is also expected that annual subscriptions, amounting to Rs. 13,691, will be forthcoming. In fact, the Lieutenant-Governor feels assured that, should a University be established at Lahore, it will have an income from private sources of about Rs. 21,000 a year, derivable from subscriptions and interest on invested capital. His Honor, therefore, solicits that an equivalent grant-in-aid may be allowed from the imperial revenues, and that the institution may be assisted with grants of available waste lands.

4. The special objects of the proposed University are to afford encouragement to the enlightened study of oriental languages and literature, the improvement and extension of the vernacular literature of the Punjab, and the diffusion of western knowledge through the medium of the vernaculars. And the principal measures proposed for the attainment of these objects are the following:—

The establishment of fellowships and scholarships, tenable by persons undertaking to devote themselves to the pursuit of literature and science.

The bestowal of rewards for good vernacular translations and compilations from European standard works, for original treatises in oriental languages on subjects of importance, and for works or compositions distinguished by excellence of style.

The establishment of a Collegiate Department in connection with the University, or the grant of pecuniary assistance to other colleges conducted on a system conformable with the principles of the University.

5. As regards the conferment of degrees, it is proposed to make a thorough acquaintance with the vernacular an indispensable condition for obtaining any degree, fellowship, or other honor. Provision is at the same time to be made for duly recognizing and honoring proficiency in English unaccompanied by a knowledge of the oriental languages.

6. His Excellency the Governor General in Council is of opinion that the general principles on which these proposals are based are sound. The Government ought to aim at giving to the people of India education in science and in all branches of true knowledge

through the medium of their own vernacular languages, and as the best means of improving those languages, and for other weighty reasons, the Government ought to afford every practicable encouragement to the study of the classical languages of the east. Indeed, it seems to His Excellency in Council impossible to suppose that the people of this country can ever be educated, except through the medium of their own languages.

7. The system of the Calcutta University is in some degree founded on the assumption that true knowledge, in its higher branches, can only be imparted to the people of India through the English language, and that the only literature that has any real value is that of Europe. But both these assumptions are open to question. The present difficulty of conveying scientific truth through the vernacular languages of India is indisputable, but there is no reason to doubt that this difficulty may be gradually overcome. In Bengal, so far as the power of the language to express scientific ideas with precision is concerned, this difficulty has been to a great extent overcome already. Within the last thirty years, the Bengallee language has undergone such a process of improvement and expansion that, in the opinion of those best able to pronounce a correct judgment in the matter, it can now without difficulty be made the instrument of conveying knowledge and the vehicle of accurate thought and abstract ideas.

8. For these reasons, the Governor General in Council thinks that the present movement in the Punjab is one which deserves the sympathy and the substantial help of the Government of India. It remains, however, to be considered whether the establishment of a University at Lahore is exactly what is wanted to meet the wishes of the people, and to satisfy the actual requirements of the province.

9. It is evident from the papers submitted with your letter that the establishment of a University as an examining body in the first instance has been proposed on the grounds of economy alone; and if the primary object of the proposal be to establish a teaching body, the Governor General in Council is prepared to comply with the application made by the Punjab Government. Such a body would be called, according to the nomenclature commonly adopted in England and in India, a College and not a University. There seems to be in the Punjab an almost inexhaustible supply of material which requires to be taught, but at present a very small supply of material requiring to be examined; while, therefore, His Excellency in Council admits the propriety of establishing a teaching institution at Lahore, he is inclined to think that there is nothing in the circumstances of the province to justify the establishment of a University simply for the examination of students.

10. There are only two Government Colleges in the Punjab, those of Lahore and Delhi; and judging from the last report, they contain only 31 students. The number of candidates for the First Arts Examination at the session of 1866-67 was 17, and the number that passed was only 4. There is nothing in this disparaging to the Punjab Colleges. They have made as good progress, considering the short time they have been in existence, as similar institutions elsewhere. Still the fact seems clear that education in its higher branches has yet made comparatively little progress in that province, and His Excellency in Council considers that, under such circumstances, it is premature to think of establishing a University at Lahore.

11. Besides, the scheme under consideration amounts to a proposal that the Punjab Educational Department shall be allowed to test the success of its own labors, instead of having it tested by an external body. His Excellency in Council thinks such an arrangement to be very objectionable. It is essential that the results arrived at in the Punjab Colleges should be tested by an external body, and that the Lahore teachers should not become judges in their own cause. If it were possible to establish at Lahore an examining body not only for the Punjab, but for the numerous colleges and superior schools in the North-Western Provinces, Oudh, and the Central Provinces, these objections would be less serious. But there are many obvious obstacles towards the adoption of such a course.

12. It is much to be regretted that the subscribers who have furnished the funds have for the most part stipulated that they should be applied to a purely Punjab University; for there is no part of India in which a University conducted on principles similar to those on which the present proposal is based would have so good a prospect of success as in the North-Western Provinces. It will be seen from the enclosed copy of a correspondence* between the Government of India and the Allyghur Society, that a movement very similar, if not identical, in all essential respects to this movement in the Punjab, has been going on also in the North-Western Provinces. It has been entirely spontaneous, and in no way encouraged by official action.

13. His Excellency the Governor General in Council believes that the demand for a University in Northern India must before long

*From British Indian Association, North-Western Provinces, dated 1st August, 1867.

To British Indian Association, North-Western Provinces, No. 4217, dated 5th September, 1867.

From British Indian Association, North-Western Provinces, dated 12th October 1867¹².

To British Indian Association, North-Western Provinces, No. 784, dated 29th November, 1867¹⁴.

be admitted. It is, no doubt, possible that, notwithstanding the late refusal of the Calcutta University to alter its system of examination to suit the requirements of the Upper Provinces, it might reconsider its determination if asked to do so by the Government. But it seems inexpedient to persuade the Calcutta University by official influence to depart from a system which it believes to be right, and which, it cannot be denied, has been followed, in regard to Bengal at least, with signal success.

14. Under these circumstances, it would probably be a better plan to establish a new University for the whole of Northern India, including the North-Western Provinces, the Punjab, Oudh, and the Oordoo and Hindee speaking districts of the Central Provinces. No doubt the objections above specified to an examining University at Lahore will apply to some extent to the present proposition. The means of finding a thoroughly competent body of independent examiners will be great. But this difficulty is one which it is reasonable to believe will go on constantly diminishing, and will in course of time be entirely surmounted.

15. As regards the pecuniary aid which is applied for in your letter under acknowledgment, His Excellency in Council is quite willing to sanction a grant-in-aid equivalent to the annual income of Rs. 21,000 expected from private sources, but with this condition that, instead of expending the funds in establishing a University or examining body, they shall be expended on the extension and improvement of the existing Lahore Government College on the principles advocated by the Punjab Government. The addition of Rs. 42,000 a year to the sum now allowed to that College would be sufficient to make it one of the most important Educational institutions in India, and it would give to the Punjab Government the means of carrying out its views as fully,—indeed more fully,—than it could do, if the proposals were sanctioned in their present form. His Excellency is unwilling to make any grant of waste lands as proposed in your letter under reply.

16. I am at the same time directed to inform the Lieutenant Governor that the Government of India will be ready to sanction the establishment of a new University for the whole of Northern India in accordance with the principles now advocated, and to request that His Honor will place himself in communication with the Lieutenant Governor of the North-Western Provinces, and will endeavour to mature a plan which shall meet the wants of both provinces. Sir Donald Macleod and Sir William Muir have both long taken special interest in such questions as this, and there are no men in India more thoroughly qualified to form a correct opinion as to the details of the measures that should be adopted.

17. The Governor General in Council concurs in His Honor's acknowledgments for the munificent donations given by the chiefs, nobles, and other influential Native gentlemen towards the improvement of the educational system in the Punjab, and in his commendation of the services rendered by the several officers of Government in promoting the movement.

I have the honor to be,

Sir,

Your most obedient Servant,

E. C. Bayley,

Secretary to the Government of India.

No. 559

Copy of the correspondence forwarded to the Government of the North-Western Provinces.

E. C. Bayley,

Secretary to the Government of India.

[Home-Edn A Progs, 19 September 1868, No. 19B.]

10

Punjab Government renew their former proposal for the establishment of a University at Lahore.

FROM T. H. Thornton, Esquire, Secretary to the Government of Punjab and its Dependencies, to A. P. Howell, Esquire, Officiating Secretary to the Government of India,—No. 486, dated Lahore, the 12th November 1868.

I have received and laid before the Honorable the Lieutenant Governor your despatch No. 558, dated 19th September, communicating the reply of the Supreme Government to the proposals submitted in my letter No. 235 of 19th May¹⁵, for the establishment of a University at Lahore.

2. His Honor is gratified to learn that His Excellency the Viceroy in Council is pleased to approve of the general principles upon which

the above proposals are based, and that His Excellency regards the present movement in the Punjab, in the matter of education, as deserving of sympathy and substantial help; and His Honor desires me to express, on behalf of himself and many others interested in this important subject, his cordial thanks for the liberal offer of the Supreme Government to contribute a grant-in-aid, equal to the annual income of Rupees 21,000 expected to be raised from private sources, towards the extension and improvement of the existing Lahore Government College on the principles advocated by this Government.

3. But His Honor will not conceal from the Supreme Government, that in withholding its sanction to what was in fact the substantive proposal of this Government—viz., the establishment of a University at Lahore, with power to confer degrees after examination, and thus regulate the educational system of the Province—it has seriously impaired the value of the liberal concessions made; indeed, His Honor fears that the refusal of a University will, if insisted upon, practically bring to an end the educational movement which has sprung up amongst the leading members of the aristocracy and gentry of the Punjab.

4. The basis on which this movement has been founded, His Honor desires me to state, is the desire on their part to be allowed some really effective share in directing the progress of education, and in regulating the constitution and aims of educational institutions in this Province, with a view to impart to them a more national and popular character than they consider the existing institutions, as a rule, to possess.

5. By far the greater part of the subscriptions and donations collected, with a view to the attainment of this end, have been derived from the Native Chiefs having political relations with this Government; and it is certain that, if matters take a course which they approve, further assistance may be looked for from them when urgently called for. With the exception, however of the Maharaja of Jammu, the Raja of Kapurthalla, and a few smaller contributors, these have declined to make over the principal of the sums contributed by them, but have promised to invest them as a separate fund, the interest of which is to be made over, at their discretion, for the object in view,—thus indicating a resolve on their part to retain, in their own hands the power of materially influencing the resolutions from time to time adopted. They have evinced, in an unmistakable manner, their disapproval of Delhi as the Head Quarters of the proposed University; and the universal feeling amongst those who have taken an active interest in the matter is,

that the seat of Government of the Province—that is Lahore—is the only place where it can be appropriately located.

6. It is true that Delhi, and the districts more especially connected with it, have been hitherto more or less lukewarm in the matter. But this is not to be wondered at. The movement has been originated, and in a great measure carried on, independently of them; while the antecedents of Delhi as the seat of Imperial dominion, and its advanced position in respect of learning and refinement, as compared with any other portion of the territories under this Government, give it a status and a claim to prominent consideration, which must naturally make it sensitive. Still the latest communications received from its Anjuman, or Association for the promotion of literature and science, indicate that, recognizing the catholic and conciliatory spirit adopted by the leaders of the movement, it has no wish to withdraw; and the Lieutenant-Governor has no doubt that, if this course be preserved in and acted on, Delhi will hereafter take that effective, if not foremost, share in the deliberations and proceedings of the University, if ever established, to which it has so good a claim, and which it is so well calculated to fulfil.

7. But whatever may be the feelings entertained in regard to the locality in which the proposed University should be established, the objections felt to its representing other Provinces, besides the Punjab, are undoubtedly still stronger, as this would without doubt have the effect practically of debarring the Punjab promoters from that prominent share in working out the scheme, the desire to retain which is their chief actuating motive. His Honor has good reason, too, for believing that this feeling of disinclination to such an arrangement would be fully shared by the promoters in the North-Western Provinces; for Syad Ahmad Khan Bahadur, Principal Sudder Ameen, who has unquestionably taken the lead in this matter, did not hesitate to avow to the Lieutenant-Governor, in a personal interview, his unqualified dislike to the Punjab, and all connected with it.

8. This is the more remarkable, His Honor considers, as he is himself, by heritage, an inhabitant of Delhi; but so strong is the above feeling of dislike, that he has virtually abandoned that city as his home. His Honor believes that feeling to be the result, in a great degree, of chagrin that the great Imperial City, with its glorious memories, its culture, and its wealth, together with its associated territory, should have been subordinated to a province which has heretofore necessarily been regarded, throughout Hindustan, as rude and uncultured; but whatever the cause may be, the feeling will, His Honor thinks, be found more or less general throughout the North-Western Provinces and Oudh, and will react unfavourably on the interest of this province, should the proposed association of it with

them be carried out. While considering the wealth and advanced progress of those Provinces, which so well adapt them for maintaining a University of their own, His Honor feels assured that the association with them of the Punjab would prove a burden and encumbrance rather than the contrary.

9. The question involved, then, in the present discussion, appears to His Honor to be practically whether the leading men of the Punjab shall, or shall not, be allowed a prominent and really effective share, under the general control of Government, in regulating the educational efforts of the Province; though to those who may view the subject from a purely European point of view, and are deeply imbued with the intellectual training, and accustomed to move in the intellectual atmosphere of the Universities of Great Britain, the matter may naturally present itself in a different light.

10. His Honor is very far from supposing that a University, formed from the materials which are here available, and based on the principles contemplated by its promoters, can at present be expected to attain to anything more than a humble position; and he would by no means desire that the honors it may confer should be placed in competition, or on the same footing with those of the Presidency University. But His Honor believes that the institution, once established, will rapidly advance, if the natural instincts and aspirations of the people of the Punjab be not checked. They are a vigorous race, possessing the germs of great things, and they will attain to great things, if encouraged and assisted in an enlightened spirit, in a course which is congenial to them.

11. Had the status to which the Universities of England, Scotland and Ireland have now attained been required of them when first established, and a highly advanced system imposed on them *ab externo*, or had either of those countries been required to establish a University in common with the others, it may, His Honor thinks, well be doubted whether they would have come into existence at all. These institutions are dear to those countries because they have been established by themselves in accordance with their own views, and have grown with their growth; and so it will be in India, if the national feelings and energies are allowed scope. His Honor doubts whether there is any department of the administration to which the intelligent co-operation of the people is likely to prove more essentially advantageous, or in which the admission of something of self-government is more appropriate.

12. His Honor ventures, therefore, once more earnestly to solicit that the wishes of the promoters, so far as they have been accepted by this Government, may be acceded to, though their scheme may

have defects, with such modification, less fundamental than those involved in the Government Resolution, as may be deemed to be absolutely indispensable.

[Home-Edn A Progs, 12 June 1869, No. 32.]

(i) APPENDED TO DOCUMENT 10

Proposal for the establishment of a University at Lahore.

FROM T. H. Thornton, Esquire, Secretary to the Government of Punjab and its Dependencies, to A. P. Howell, Esquire, Officiating Secretary to the Government of India, No. 511, dated Lahore, the 20th November 1868.

In continuation of my letter No. 486, dated 12th instant, I am desired to forward copy of a letter No. 242, dated 3rd November 1868, from the Director of Public Instruction, relating to the proposed University at Lahore.

2. In submitting Captain Holroyd's representation, the Hon'ble the Lieutenant-Governor remarks that one examining body would hardly act for all the Presidencies named, in the manner apparently intended by the Director of Public Instruction, as the curriculum and standard of education and the subjects and principles of examination—in accordance with which a body examining the candidates of any University must act in each case—may materially differ in the several Provinces. The Lieutenant-Governor, however, entirely concurs in the expediency of Examiners being chosen from other Provinces, and considers that this should be declared obligatory, whatever may be determined on other points, at all events until the state of matters in connection with education shall have greatly altered from what it is at present.

3. His Honor cannot, however, agree with the Director in considering that the difference between forming an examining body of the kind he proposes, and the establishment of a University, is merely nominal—as suggested in his 3rd paragraph—seeing that a perusal of

the proposals heretofore submitted show that the examination of candidates is far from being the only object aimed at in the scheme for the proposed institution.

[Home-Edn A Progs, 12 June 1869, No. 33.]

ENCLOSURE IN (i) OF DOCUMENT 10

Director of Public Instruction, Punjab, submits proposal for the establishment of a University at Lahore.

FROM Captain W. R. M. Holroyd, Director of Public Instruction, Punjab, to T. H. Thornton, Esquire, Secretary to Government, Punjab,—No. 242, dated Lahore, the 3rd November 1868.

With reference to paragraph 13 of the Review¹⁶ on my Report on Popular Education for the year 1867-68, I have the honor to state that, from the enquiries I have made on the subject, I feel persuaded that the natives of this Province, who have supported the so-called Oriental movement, are likely to be very much discouraged, should it be given out to them that the Supreme Government have refused to sanction a University at Lahore. It is true that the liberal support promised by Government is sufficient to provide adequately for the accomplishment of the objects of the movement, but the fact nevertheless remains that the natives interested in the matter have fully identified it with the name of University, and that an announcement to the effect that a College is to be maintained, and not a University, will inevitably cause great discontent amongst present subscribers, and prevent the accession of fresh supporters of the movement.

2. An expedient has occurred to me by which the wishes of the Supreme Government may be realized, whilst the danger to which I have adverted will, I think, be fully obviated. Government should be solicited to sanction the establishment of the Punjab University, but to rule at the same time that, as the number of students who will take the degree of B.A. must for some years be necessarily small, the higher examinations, i.e., First Arts,* M.A. &c., shall be conducted under the orders of a Committee or Council of competent persons partly selected from and by the Council of the Lahore University,

*And, if necessary, the examination for matriculation, though it might for some reasons be more convenient if this were a local examination.

and nominated partly by the Governments of the North-Western Provinces, Oudh and the Central Provinces. This central Council would, as regards the Punjab, as well as the North-Western Provinces, Oudh, and the Central Provinces, exercise exactly the same powers and functions that are now exercised by the Calcutta University; it would, in fact, like the Calcutta University, be the supreme examining body for these Provinces, and its constitution might be in all respects exactly the same as it would be if the grant-in-aid institution at Lahore were denominated a College, and not a University.

3. It is undoubtedly true that I am really contending merely for a name; that the natives will care very little by whom, and under what arrangements, the higher examinations are conducted; and that, if they can be brought to look upon the matter in a proper light, it is quite immaterial whether the institution at Lahore be known as the Lahore College or as the Punjab University. I fear, however, that the natives cannot be persuaded to look upon the matter in its proper light. They have been led to regard the movement as a national movement. That is, to benefit the whole Province; great importance has been attached to the establishment of a University, and they will not believe in our sincerity if we tell them that the national movement can be thoroughly realized by means of a College at Lahore.

[Home-Edn A Progs, 12 June 1869, No. 34.]

(ii) APPENDED TO DOCUMENT 10

Proposal for the Establishment of a University at Lahore.

FROM T. H. Thornton, Esquire, Secretary to the Government of the Punjab and its Dependencies, to E. C. Bayley, Esquire, Secretary to the Government of India,—No. 51, dated Lahore, the 11th February 1869.

With reference to previous correspondence on the subject of establishing a University at Lahore, ending with my letter No. 511, dated 20th November 1868, I have the honour to transmit herewith copy of a Minute by the Hon'ble the Lieutenant-Governor.

[Home-Edn A Progs, 12 June 1869, No. 35.]

ENCLOSURE IN (ii) OF DOCUMENT 10

Minute by Hon'ble Sir D. Macleod, Lieutenant-Governor of the Punjab, dated 10 February 1869, reiterating his former views on the proposal for the establishment of a University at Lahore.

SINCE the letters of the Punjab Government to address of Supreme Government, noted in the margin, on the subject of establishing a University at Lahore, were forwarded, I have had an opportunity of discussing the question in person, while in Calcutta, with His Excellency the late Viceroy Sir John Lawrence, Sir W. Muir, Sir Richard Temple and others whom His Excellency had requested to attend. I found that there was a great willingness on the part of some of the members of Government, more especially on that of His Excellency himself, to disappoint the wishes, and run the risk of damping the energies, of the people of the Punjab, in connection with this important subject, though all were not able to accede to some of the views urged. I was then informed that a letter had been, or would be, drafted in reply to the above letters, calling for more explicit information and replies on certain points, as it was considered that the Punjab Government had not adverted, with sufficient categorical completeness, to the several observations made by the Supreme Government in their letter No. 558, dated 19th September 1868.

2. I am now, however, given to understand, on authority, that there has been some misapprehension on this point, and that before the Supreme Government takes any further steps in the matter, it is desired to afford this Government an opportunity of stating more clearly, with reference to the remarks contained in the letters heretofore addressed to it, the grounds on which it urges a re-consideration of the conclusions therein arrived at. I accordingly proceed to state my views in this memorandum, so far as I am able, in accordance with the above requirement, deeming it most convenient and appropriate to adopt this form, under the peculiar circumstances of the case.

3. In paragraph 9 of the Government letter, it is remarked that "there is nothing in the circumstances of the Province to justify the establishment of a University *simply for the examination of students*," and this I fully admit. It will, however, be found, by a reference to the letter of the Punjab Government, No. 235, dated 27th May 1868, that while a change in the standard and mode of examining is desired, and examination is considered a necessary function of a University,

if established, yet this is very far from being the main object for which the establishment of a University has been desired and urged. Nor has it ever been doubted that efficient measures for carrying out examinations, in accordance with any standard determined on, might be secured without the creation of the proposed institution.

4. The main objects which the Punjab Government, prompted by the people themselves, has in view are in fact two—*first*, to give to the leading and most enlightened portion of the Native community a share in directing the educational efforts of the Government, as affording the only means of really popularizing our educational system; and *secondly*, the creation of a more effective machinery than has heretofore existed for forming a vernacular literature imbued with the knowledge of the West, and creating a series of educational works in literature and science suitable for imparting that knowledge to the rising generation.

5. The *first* of these objects is one of which I believe the Supreme Government entirely approves, and appreciates its importance. I myself desire to see the non-official Native community much more largely associated, than they have heretofore been, in most of the departments of our administration; and towards the attainment of this object much progress happily has already been, and is being, made. In regard to all that relates to the administration of the laws, much difficulty is experienced, owing to the fact that all classes of the community, whether European or Asiatic, are interested therein; while there exists a strong disinclination to legislate separately for these, or to adopt for the latter a less technical code of procedure than is demanded by the former. In regard to education, however, no such difficulty exists—the subject being one which almost exclusively affects, at all events in the Punjab at the present time, the Native community alone.

6. The educational question may be said to have two aspects—one, the purely intellectual one; the other, the national one. The former regards merely the culture of the individual brought under discipline, and from this point of view, so far at least as Western learning is concerned, our system has succeeded, and is succeeding, admirably. The latter regards education as a means of raising a nation into robust and healthy activity, permeating the mass, and bringing all classes into suitable relations with each other. Viewed in this latter aspect, I for one do not consider that our existing system has succeeded, or is likely to succeed, and this because it is of too exotic a character.

7. It is, I think, unnecessary for me to enlarge on this subject, or to adduce instances to show why I have arrived at this conclusion, as I feel assured that the experience of all observant persons must have

satisfied them, that all is not as we could wish it to be in this respect; that the great majority of those most highly trained by us have, by that training, been rendered almost as alien to the bulk of their countrymen, as we are ourselves; and that the moral effect produced upon themselves has by no means proved altogether wholesome or satisfactory.

8. I believe, and all the principal promoters of this movement believe, that a really salutary effect upon the nation at large, ruled over as it is by a foreign people, can be secured only by regulating our educational efforts by means of a popularized consultative body, such as has been proposed for the Lahore University. In what precise mode the action of this body will tend to produce that result, it would perhaps be difficult to explain; and I will here only express my conviction that, if allowed free course, it will speedily acquire a vitality and vigor which will enable it to devise and carry out many measures, not heretofore suggested or acted on, towards attaining that end. I believe that the education of no people can be complete, or really salutary to the full extent, unless a prominent share is allowed it in the management of its own social and commercial affairs; and whereas the aims of the youth at present attending our schools and colleges are almost exclusively directed to qualifying for Government stipendiary employ, I am satisfied that, under the guidance of the body in question, much greater attention will be devoted to qualifying for the performance of municipal duties, and that an amount of eagerness for instruction will begin to be shown in consequence by the bulk of the people—such as has not hitherto been witnessed,—as is now the case with the emancipated serfs of Russia, when admitted to a share in regulating their own municipal affairs.

9. If it should be necessary, in consequence of establishing a University of the character advocated, to lower at the commencement the standards to be employed, none will suffer from this but the Province itself, which is quite prepared to submit to this, and surely, this being the case, the experiment is worth trying. The admixture of the European element in the proposed Council will sufficiently guard against any recurrence to the practically useless systems pursued heretofore in the purely Arabic and Sanskrit institutions of the country, and I have myself no doubt that ere long a standard will have been attained, in the higher departments, equal to those of any institution in the land, until which time, there is no desire that the honors conferred here be placed on a par with those conferred elsewhere.

10. The second of the objects proposed by the University, which has been above referred to in paragraph 4, is the creation of a machinery for promoting the formation of a superior vernacular literature. It is true that efforts have been made elsewhere in this direction, and

there is no doubt that some of those educated under our auspices, who have not disregarded the culture of their own languages, have contributed, and are contributing, towards this end. But it cannot I think be denied that no sufficiently decided and systematic effort has yet been made; that the result attained is not such as might have been looked for, considering the length of time during which we have been educating the people; and that a large proportion of works that have been, and are being produced are wholly distasteful, if not absolutely unintelligible to them. It is the fact that at the present time, so far as our Government is concerned unless we include the teachers in our schools and colleges, whose time is for the most part fully occupied—no means have been afforded whereby a literary or scientific scholar can enjoy an independence as such, without resorting to some other occupation for maintenance, unless indeed he possesses private means, which is very rarely the case with such persons.

11. This omission in our existing practice it is proposed to supply by establishing fellowships in connection with the proposed University—a measure to which I myself attach very great importance. Fellowships might no doubt be as readily created in connection with any existing University; and now that the *eleve's* of the Tols of Naddia in Bengal are said to be exhibiting a desire for Western knowledge, I should heartily rejoice to see them established in connection with these, as they belong to the class who alone, it may be said, are capable of thoroughly imbuing the mass of their countrymen with an appreciation of the knowledge which they have themselves acquired and learned to appreciate. But as this forms an essential part of the scheme which has been submitted by this Government, I may be allowed to claim the establishment of fellowships, with the other measures heretofore set forth, bearing on the same object, as constituting for the present one of the specialities of the proposed Lahore University.

12. With reference to the remark made in paragraph 11 of letter of the Supreme Government that "the scheme under consideration amounts to a proposal that the Punjab Educational Department shall be allowed to test the success of its own labors," I can only repeat that nothing can be further from the real intentions and wishes of the promoters of the movements than this. It is desired and hoped that the Examiners shall on every occasion be obtained from amongst persons unconnected with the Educational Department of the Province.

13. In regard to the proposal contained in paragraphs 13 and 16 of the Supreme Government letter, that a joint University for the

whole of Northern India be established, an endeavour has already been made in the letter of the Punjab Government, dated 12th November last, to explain what insuperable obstacles stand in the way of carrying out such a project, and I will here only add that, after meeting Sir William Muir, I felt satisfied that he would desire this no more than I do, and that our ideas on the subject of a national education are far from being at present in unison. The whole question, in truth, of directing the education of a Province appears to me to appertain so essentially to the government of that Province, under the control of superior authority, that anything which would tend to weaken its responsibility, or fetter its current action, by obliging it to arrange details in consultation with other Governments, must, in my opinion, prove altogether fatal.

The 10th February, 1869.

D. Macleod.

[*Home-Edn A Progs*, 12 June 1869, No. 36.]

11

Government of India sanction the creation of an institution to be called a "University College, Lahore", instead of a University.

No. 262

GOVERNMENT OF INDIA

HOME DEPARTMENT

[*Education*]

Simla, the 22nd May 1869

TO the Secretary to the Government of Punjab.

Sir,

I am desired to acknowledge the receipt of your letter noted in the margin on the subject of the Punjab University, No. 51, dated 11th February, 1869, and in reply to convey to you the decision of the Governor-General in Council upon the subject.

2. His Excellency is fully sensible of the value of the spontaneous efforts which have been made by the community in the Punjab, both Native and European, for the establishment of a local institution, which should have for its object the development of learning, especially in connection with the Vernacular languages, and His Excellency quite concurs with the Lieutenant-Governor in thinking that it would be a grave misfortune if those efforts should fail. The Governor General in Council is, moreover, quite willing to admit the force of many of the arguments used by the Lieutenant-Governor in support of the particular mode in which it is desired to give effect to this purpose. His Excellency is, therefore, glad to think that the chief objections which have hitherto prevented the Government of India from giving a cordial sanction to the measure can now be removed.

3. The principal of these objections has been that the proposed institution, if at once established as an University, would have the power of conferring University degrees of a lower character than those given by other Universities in India; indeed, that owing to the less advanced character and extent of education in the Punjab, the degrees conferred by the Punjab University, were it now established, must almost necessarily be of an inferior character. His Excellency considers that such a result would tend materially to degrade the character and lessen the value of an Indian University degree, and might, therefore, operate injuriously on the spread of the higher branches of learning in India.

This objection must have been admitted as valid, but it is understood that His Honor the Lieutenant-Governor is willing that the proposed institution should not, for the present, assume the full character of an University, and that it should not grant degrees, but certificates only, until the number of students, and the power of teaching in any branch of study, or in any faculty, can be shown to be sufficient to warrant the conferring of an University degree.

4. It is also understood that the study of English shall not only form one of the most prominent features of the teaching in any of the schools or colleges which may be connected with the proposed institution, but that both teaching and examinations in subjects which cannot with advantage be carried on in the vernacular shall be conducted in English.

His Honor also, it is gathered, is quite willing that the examinations should be entrusted to other persons than those who have been engaged in teaching the students, or any of them, and it is believed

that His Honor would be quite content to accept any rules which may be laid down with a view to secure this object.

5. Lastly, the Lieutenant-Governor is understood to undertake that, although certain subjects may and will be taught in the Vernacular, nothing should be taught which should interfere with instruction in sound principles of mental and physical science, that is to say, that the teaching which is to be afforded through the medium of the Vernacular languages shall be free even from the patent errors which prevail in ancient and in modern Vernacular literary and scientific works. That, in short, the educational course adopted shall be one calculated, as far as possible, to give instruction through the medium of the Vernacular in European science and according to the modes of European thought, so that, while Eastern languages shall, as much as possible, be made the medium of instruction, yet such control and supervision will be exercised as shall secure to the students all the advantages of teaching offered by Indian Universities.

6. On these conditions His Excellency accords his sanction to the establishment of the proposed institution, and is willing that the governing body should not be merely connected with the teaching body, but that it should have the power of conferring Fellowships and Scholarships, and also of granting certificates of proficiency in such classes and under such rules as may be deemed expedient, and that it should be, with the Educational Officers of the Government, the consulting body in all matters of public instruction, including primary education.

7. His Excellency in Council suggests that the names of the Officers of the institution should be made suitable to its altered character, but is willing that the governing body should bear the name of a Senate, and that it should be constituted as proposed in your letter No. 235, dated 27th May 1868, paragraph 6, Rule III, except of course as regards the fifth or (2) class of its members who will, under the present arrangements, have no existence. This does not involve any necessity for giving to the institution generally the appellation of an University, which will be inappropriate so long as it has not the power of granting degrees, and the assumption of which might give to its certificates an authority which it is inexpedient that they should at once possess. It would perhaps be a convenient arrangement to attach the Senate to the Lahore College, and to give the entire institution some such title as that of "University College, Lahore," which would mark the fact that the present arrangement was merely temporary, and was intended only as

preliminary to the possible establishment, at some future time, of an University in the Punjab.

8. The connection of the Senate with the Lahore College need not militate against either the continuance of the connection of that institution, or of that of any other College in the Punjab, to the Calcutta University; and students who may enter themselves at the latter University might still be allowed to pursue their studies at any of the affiliated institutions in the Punjab.

9. The pecuniary assistance which Government will be prepared to afford will be as already explained in my letter No. 558, dated the 19th September last, paragraph 13.

I have the honor to be,

Sir,

Your most obedient Servant,

(Signed) E. C. Bayley,

Secretary to the Government of India.

Reported to the Right Hon'ble the Secretary of State for India in letter No. 9 of 1869 dated the 11th June".

[Home-Edn A Progs, 12 June 1869, No. 37.]

12

Notification No. 472, dated 8 December 1869¹⁸, on the creation of the "Lahore University College."

IT is hereby notified for general information that His Excellency the Right Hon'ble the Governor General in Council has been pleased, in accordance with the recommendations of His Honor the Lieutenant-Governor, and in part fulfilment of the wishes of a large number of the chiefs, nobles and influential classes of the Punjab, to sanction the establishment at Lahore of an institution (to be styled for the present "Lahore University College"¹⁹) the constitution and objects whereof are explained in the statutes hereinunder set forth,

and has further consented to contribute from the Imperial revenues towards the expenses of the institution an amount equivalent to the annual income raised from private sources, including subscriptions and interest on invested capital, up to the sum of Rupees 21,000 per annum.

In accordance with the provisions of Statute II, the Hon'ble the Lieutenant Governor is pleased to appoint the following gentlemen Members of the Senate of Lahore University College:—

Charles Boulnois, Esq., LL.B., M.A., Barrister at Law, Judge of the Chief Court, Punjab.

David Simson, Esq., C.S., Judge of the Chief Court, Punjab.

Charles Robert Lindsay, Esq., C.S., Judge of the Chief Court, Punjab.

Robert Eyles Egerton, Esq., C.S., Financial Commissioner.

Philip Sandys Melvill, Esq., C.S., Officiating Financial Commissioner.

Charles Umpherston Aitchison, Esq., C.S.

The Commissioners of Lahore and Delhi Divisions, for the time being.

Colonel Robert Maclagan, R.E., Secretary to Government, Punjab, Public Works Department.

Thomas Henry Thornton, Esq., D.C.L., Secretary to Government Punjab, Civil Department.

The Accountant General, Punjab.

Captain William Rice Morland Holroyd, Director of Public Instruction.

The Deputy Commissioners of Lahore and Delhi, for the time being.

The Principals of the Lahore and Delhi Colleges and of the Lahore Medical School, for the time being.

The Inspectors of Schools.

Lepel Henry Griffin, Esq., C.S.

Baden Henry Powell, Esq., C.S.

Gottlieb William Leitner, Esq., Ph.D., M.A.
 Henry Stuart Cunningham, Esq., M.A., Government Advocate.
 Sardar Shamsher Singh, Sindhanwallia.
 Rajah Harbans Singh.
 Rajah Sir Sahib Dyal, K.C.S.I.
 Nawab Nawazish Ali Khan.
 Baba Khem Singh.
 Diwan Baij Nath.
 Fakir Shams-ud-din Khan.
 Diwan Shankar Nath.
 Sardar Attar Singh, Bhadauria.
 Agah Kalb-abid, Extra Assistant Commissioner.
 Amin Chand, Extra Assistant Commissioner.
 Muhammad Hyat Khan, Extra Assistant Commissioner.
 Barkat Ali Khan.
 Pandit Radha Kishan.
 Rai Mul Singh.
 Khan Muhammad Shah.
 Muhammad Jan.
 Babu Nobin Chandar.

The first meeting of the Senate will be held in the Montgomery Hall at 3.30 P.M. on Tuesday, the 11th January 1870. Notice of the business to be laid before the Senate will be issued hereafter.

STATUTES OF LAHORE UNIVERSITY COLLEGE

1. The special objects of Lahore University College shall be—

(1) To promote the diffusion of European science, as far as possible, through the medium of the vernacular languages of the Punjab; and the improvement and extension of vernacular literature generally; (2) To afford encouragement to the enlightened study of Eastern classical languages and literature; and (3) To associate the learned and influential classes of the province with the officers of Government in the promotion and supervision of popular education.

The above are the special objects of the institution; but at the same time every encouragement will be afforded to the study of the English language and literature, and in all subjects which cannot be completely taught in the vernacular, the English language will be regarded as the medium of examinations and instruction.

II. The Governing body of the institution shall consist of—

(1) A Senate, composed of—

(a) A President who shall be the Lieutenant-Governor of the Punjab, *ex-officio*;

(b) A Vice-President, to be appointed by the President;

(c) Members appointed by the President on the ground of being eminent benefactors of the institution, original promoters of the movement in favor of its establishment, or persons distinguished for attainments in literature and science, or zeal in the cause of education;

(d) Such number of officers of Government as the Government may see fit to appoint as *ex-officio* Members; and

(e) Representatives appointed by those independent Chiefs who have already contributed; or who may hereafter liberally contribute, to the endowment;

(2) An Executive Committee, or Committees, to be appointed by the votes of Members of the Senate, under such regulations as may be prescribed.

III. The Senate shall have power—

(1) To confer, after examination, certificates of proficiency in literature and science, under such regulations as may be framed in conformity with the principles set forth above. Provided that examinations for certificates be conducted by other persons than those who have been engaged in teaching all or any of the candidates for such certificates.

(2) To expend the income at its disposal in all or any of the following ways, viz.—

(a) The remuneration of Examiners.

(b) The establishment of *fellowships* and *scholarships*, tenable by persons undertaking to devote themselves to the pursuit of literature and science in such manner as to carry out the special objects of the institution.

(c) The bestowal of rewards for good vernacular translations of, and compilations from, European standard works, for original treatises in Oriental tongues on subjects of importance, and works or compositions distinguished for excellence of style;

(d) The establishment of a collegiate department in connexion with the institution, or making pecuniary grants to other colleges conducted on a system conformable with the principles of the institution;

(e) The entertainment of a registrar and other necessary office establishments;

(f) Investing funds in Government securities for the benefit of the institution; and

(g) The adoption of such other measures as may be desirable or necessary for carrying out the purposes of the institution.

(3) To frame regulations, not inconsistent with the above provisions, for carrying into effect the purposes of the institution, and from time to time to rescind, alter and amend such regulations: Provided that no regulation shall have effect unless passed by a majority of the Senate at a general meeting (convened after due notice), and confirmed by the President. In framing such regulations, the following instructions shall be observed:

(a) In regulations made for the conduct of examinations or the conveyance of instruction, it shall be arranged that the examinations be conducted and instruction conveyed, as far as possible, in and through the vernacular. Provided that the study of English shall form one of the most prominent features of the teaching in all the schools or colleges connected with the institution, and both teaching and examination, which cannot with advantage be carried on in the vernacular, shall be conducted in English; and provided that in all schools or colleges connected with the institution which are now affiliated to the Calcutta University, due provision shall be made to afford instruction to students desirous of qualifying for degrees in the University of Calcutta.

(b) Efforts shall be made to discourage superficial scholarship by a modification of the existing system of prescribing text-books for entrance and other examinations, and substituting largely *oral examination, composition and translation*; and by diminishing as far as possible, consistently with the attainment of sound knowledge, the number of obligatory subjects for examinations.

(c) A thorough acquaintance with the vernacular shall be made a necessary condition for obtaining any certificate,

fellowship, or other honor, in addition to any other attainments which may be required.

(d) Proficiency in Arabic or Sanskrit, or such other Oriental language as may be prescribed by the governing body, combined with a thorough acquaintance with English, shall be a necessary condition for obtaining the *highest* honors of the institution; but provision shall be made for duly recognizing and honoring proficiency in literature and science in the case of those *unacquainted with English*, provided such attainments are combined with a fair acquaintance with the more important subjects of European education, such as history, geography, etc., so far as such acquaintance is obtainable through the medium of the vernacular, and for duly recognizing and honoring proficiency in English, unaccompanied by a knowledge of Arabic or Sanskrit.

IV. In addition to being the governing body of Lahore University College, the Senate, as above constituted, shall be, with the Educational Officers of Government, the consulting body in all matters of instruction, including primary education.

T. H. Thornton,
Secretary to Government, Punjab.

No Orders.

[Home-Edn A Progs, 29 January 1870, No. 18.]

SECTION III

**PROPOSAL TO ESTABLISH A FOURTH UNIVERSITY FOR NORTHERN INDIA—
MODIFICATIONS MADE BY THE CALCUTTA UNIVERSITY TO MEET THE
EDUCATIONAL NEEDS OF THE NORTH-WESTERN PROVINCES AND OUDH.
(1868-1872).**

[Documents 13-23]

13

Note by M.S. Howell, Esquire, stressing the importance of making the Indian languages as the media of instruction in schools and indicating the conditions essential for establishment of a Vernacular University for the North-Western Provinces and the Punjab.

THE object of the proposal is not to substitute an Oriental education for a curriculum framed after English models, but merely to modify the existing system by adopting the Vernacular as the language of instruction. The general scheme of education would, so far as regards choice of subjects and method of treatment, remain untouched, but the language in which the education is tested would be changed. This is the sense in which the proposal for a Vernacular University was put forward by the British Indian Association in their petition of the 1st August 1867 to the Viceroy, and it is the only sense in which the proposal would be advocated by any but Orientalists of extreme views, or would be seriously entertained by the Government.

It is urged that, by the desired alteration, greater progress in study might be effected than the present method permits, and that the influence of our system of education would be more widely felt, and its advantages more keenly appreciated, if, by being imparted in the Vernacular, it were brought more within the comprehension of the people. There can be no question as to the desirability of giving a higher order of education, and extending the desire for its acquisition; and the only matters for consideration are whether the suggested change of language would achieve those results, and whether this change requires, as an indispensable condition of its full development, the creation of a Vernacular University?

The course of study prescribed for the superior Zillah Schools, the highest Government Schools in these Provinces, comprises four subjects,—Language, Mathematics, History and Geography—and has been designedly subordinated to the Entrance Examination Course of the Calcutta University. In England, the range of study in the higher class of schools is much beyond the requirements of the University Matriculation Examinations; and it is supposed that a student, who has completed his school course, will be able to pass such an examination easily without the necessity of any special preparation. Here though, as in England, the University Entrance

Examination Standard is considerably below what ought to be the standard of education at good schools, the mode of preparing for it is widely different. The scheme of study is so arranged as to lead by gradations just up to the Entrance Course for the current year, and no further; whilst, that no chance of success may be neglected, recourse is had to an elaborate system of "cramming." When a boy reaches the second class, he is taught the Entrance Course for the next year; and, in the following year, he still studies the same subjects in the 1st class. Thus, after some eight or nine years' preliminary training in the lower classes, he is assiduously instructed for two whole years in the identical passages in which he is to be examined. As far then as regards unity of purpose, concentration of effort and length and speciality of preparation, this system of education, though it would excite some surprise in England, seems admirably devised for the realisation of its sole subject,—the passing of boys at the Entrance Examination. Yet comparatively few succeed in passing; and, of the successful candidates, a large proportion are in the 3rd division. Judged, therefore, by the test of actual experience, it cannot be considered that the existing system of tuition is happy in its results; and the cause of the failure appears to be its dependence upon the retentiveness of the memory as to particular passages, rather than upon an intelligent acquaintance with the subjects. It is not sufficient that a boy should know enough of a subject to answer a question; he must recollect the exact formula of explanation which he has learnt: for he has little chance of composing an independent expression in English which shall adequately render his meaning.

It may, of course, be objected that the Zillah Schools have been only recently constituted in their present form, and that the system has not yet had a fair trial. The establishment was indeed lately re-cast; but, it is believed, little material alteration was made in the subjects, or even the books taught at these schools. However that may be, this objection does not touch *a priori* argument that instruction can never be effectively conveyed in a foreign language, of which the pupils have but a slight smattering, and which the teachers themselves understand very imperfectly. What progress can be expected in a subject intrinsically so difficult, and requiring such concentration of mind as mathematics; whilst the efforts of the pupils at comprehension, and the attempts of the masters at explanation, are trammelled and confused by an inadequate mastery of the very language of instruction? Modern European nations adopt the plan of teaching at their schools and colleges in their own Vernaculars, and trust to translation and adaptation for availing themselves of the labours and discoveries of foreigners; and there appears

no reason to doubt that a system so evidently consonant with common sense, and so universally approved by experience in Europe, would be equally applicable to India.

The Vernacular, therefore, should replace English as the language of instruction at the Zillah Schools. The great economy of time and labour produced by this change will permit a considerable expansion in the limits of study. These should no longer follow slavishly the line traced in the University Entrance Course, but should be so defined as to ensure for the students a thorough grounding in Language, Mathematics, History, and Geography, the elements of a liberal education. At present, the attainments of the boys in these subjects are confined to outlines of Grammar and some reading selections in English and one second language, four Books of Euclid, and a small portion of Algebra in Mathematics, and such fragmentary and superficial acquaintance with History and Geography as can be gleaned from the elementary treatises in use. But it may fairly be expected that boys who enter a superior Zillah School at 7 years of age, and leave at 17 or 18, might, if taught in their own language, acquire a sound grammatical and literary knowledge of their own Vernacular, of English, and one other language; might master in Mathematics, Arithmetic, Geometry, Plane and Spherical Trigonometry, Conic Sections, Plane Coordinate Geometry, Statics, Dynamics and the Differential and Integral Calculus; might learn not only the outlines of Ancient History, but Modern, English and Indian History in details; and, in connection with the study of Geography, might make some acquaintance with the present constitutions, resources and mutual relations of modern nations. Similar results are attained by a similar method at good schools in England, and Native boys are on the average fully equal to English boys of the same age in quickness at learning and in original ability. Not only would the advantages of the improved standard be felt by the classes of boys who now frequent the Zillah Schools, but its influence would be more widely extended through the Tehsilee and Village Schools. The fact that all subjects are taught in the Vernacular at these institutions, and in English at the Zillah School, operates as a bar to the promotion of a well-advanced boy, however naturally clever, from a Tehsilee or Village School; nor, unless he desires to study English, has he any motive for seeking such promotion; as, in other subjects, he is generally as well, in some subjects often better, taught in his own school. By the proposed change, therefore, not only might a higher order of education be provided at the head-quarters of each district, but a participation in its benefits would be opened to such talent as might develop itself at the schools in the interior.

But, although a sound average education would thus be placed within the reach of the boys in these Provinces, the real object of the proposal, viz., the education of the people in their own Vernacular, would be but imperfectly realised if the movement ended here. To accomplish this object in its entirety, the Vernacular must be enriched with all that is valuable from the literary and scientific acquisitions of other nations, and a class of Native thinkers and writers must be developed, capable of extending still further the limits of knowledge by independent speculation and research. With this view, it is at present important to encourage amongst Natives the study of English, and to maintain the connection between the Schools and University. The choice of English, as an obligatory language in the schools of India, rests upon the same grounds as the selection of the classical languages and French, or German as obligatory in the schools of England. For Natives of India the readiest key to the treasures of European Science and Literature is a knowledge of English, and fortunately the social and political importance of this language is so great in this country that the obligation of studying it at the schools and colleges will not be considered a hardship. To encourage, or even insist upon, the study of English as a foreign language of the highest importance, is very different from employing it for Native students as the vehicle of primary instruction. The former question is one of subject; the latter one only of method. Hindustani boys should be taught, like English boys, in their own Vernacular, because that mode is more expeditious and more sure; but they should be made to learn English, in order that, when their scholastic and University career is terminated, those of them who are so inclined may still be able to prosecute their studies in the only way at present available, and may thus not only perfect their own education, but be put into a position to increase more effectually by their own writings the diffusion of knowledge amongst their countrymen.

The maintenance of the connexion between the University and the schools after the introduction of the Vernacular in the latter institutions as the medium of instruction would not necessarily require the immediate establishment of a Vernacular University. A Vernacular Examining Department at the Calcutta University, or a Board of Examiners for the North-West Provinces, who should examine in the Vernacular, and upon whose certificates the Calcutta University should grant degrees, would answer the purpose for the present. The subjects, the very questions set, the standards of proficiency would be the same as in the English Department—only the language of the examination would be altered. But in the affiliated institutions, such as the Colleges at Bareilly and Agra, which not

only examine, but also teach, a change similar to that at the Zillah Schools would be required; and the studies of the Native students would have to be conducted in the Vernacular. But to satisfy fully the requirements of a system of education, which should aim at importing into Upper India all the knowledge of the West, and at extending that knowledge through the labors of Native scholars and men of science, a Vernacular University would, no doubt, be ultimately necessary. A University is not merely a teaching and examining body, it should also occupy itself in the acquisition and diffusion of fresh knowledge. A Vernacular University, with a staff of resident Native Professors and Fellows, selected for their qualifications, and able to devote themselves to study and writing, would have an incalculable influence upon the direction and development of Vernacular Literature. The students also would gain by residence at such a University all the advantages of personal intercourse with the leading native thinkers of the day, and of wider competition amongst themselves. A University which should thus gather to itself all the elements of Native intellectual life in Upper India would command a warmer sympathy, and exercise a more direct influence than a University which, like that at Calcutta, maintains a cold connexion with its scattered "*a lumrie*" [alumni] in the affiliated institutions of these provinces merely by periodical examinations.

The main conclusions from the above are, that—

1. In the Zillah Schools and Government Colleges, the Vernacular should be adopted as the language of instruction, English, however, being taught throughout as an obligatory language.
2. The plan of restricting the studies of the boys within the limits of the Entrance Examination Course should be abandoned, and the standard of education at the Zillah Schools should be gradually raised.
3. To maintain for the present the connection between the schools of these Provinces and the Calcutta University, the course of study at the Zillah Schools and Government Colleges should comprise the subjects of the University Examinations, but the students should be examined through the Vernacular.
4. Measures should be taken for the establishment of a Vernacular University for Upper India.

In providing translations, the Government would confine its efforts to the text-books required for the completion of the school

and college courses, leaving to private talent and enterprise the further prosecution of the task. Thus, Government would only undertake the translation of a limited number of works on History, Geography, Mathematics, Philosophy, Logic, Political Economy, and Natural Science. Considerable materials already exist in the vernacular and classical oriental literatures for the preparation of these translations. The only real difficulty is in settling the technology, and this is a point of great importance, as the necessity for preserving uniformity in the use of technical terms throughout all works treating of the same subject would make it very difficult hereafter to replace an ill-chosen word. The books might be distributed according to subjects amongst Committees of Translators at the colleges and head-quarters of Inspectors. A Central Committee, under the presidency of the Director of Public Instruction, would carefully revise the lists of technical terms in each subject proposed by the translators before the commencement of the translations, and would pass each work when prepared under a rigorous examination before according its "*imprimature*." In determining the technology, the co-operation of learned societies might be obtained; and the Scientific Society at Allygurh would probably undertake the execution of some translations. Except where particular text-books have been already prescribed by the Calcutta University, a selection should be made from works recognised in England as standard authorities. It is obviously not worth while to adopt inferior works, and the text-books should, therefore, be carefully settled beforehand. The expense of the translations would only be temporary, and would eventually be recovered from the sale of the books.

As regards the supply of masters for the schools, it may be observed that whatever knowledge the present incumbents may possess of the subjects which they teach, they will be able to communicate in their own language with at least as much facility as now in English. The expansion in the limits of study will be gradual, and the masters may be expected to keep up with it. For the more advanced subjects, competent persons can probably now be found amongst Native Graduates; and eventually the present set of masters, whose acquirements rarely extend beyond the studies of the classes which they teach, will be replaced by men taught under the new system, possessed of some real mastery over the subjects and able to impart their information with freedom and force.

The consideration of the question of expense in connection with the proposed Vernacular University does not come within the scope of this paper. Native gentlemen, however, are by no means indisposed to support literature, and it may fairly be anticipated that,

when the advantages of an education after the European method are made more obvious to them by its being communicated in their own language, they will not be backward in offering material assistance. The munificence recently evinced by the chiefs and gentlemen of the Punjab towards the Lahore University warrants the expectation that, if the establishment of a Vernacular University for Upper India should be sanctioned, the Native public would second with ready liberality the initiative of Government. The New University might be located at Delhi, which is already a seat of Native learning, possesses a Government College, whose buildings and revenues might be utilised, and is situated upon the Grand Trunk Road and Railway on the boundary of the Punjab and North-West Provinces.

In the above remarks no definition has been given of the language meant by "Vernacular." Scholars seem still at issue as to whether the North-West Provinces contain only one Vernacular, properly so-called, or two; and, if only one, then whether Urdu or Hindi is the one? In devising a system of education, having for its ultimate object the creation of a national science and literature, it is of the last importance that every obstruction to ready interchange of thought should be removed, and this consideration alone should determine the Government to recognize in its schools and colleges only one Vernacular as the medium of instruction. The diversities of language among different countries are already an immeasurable hindrance to the diffusion and increase of knowledge; the development of two rival Vernaculars within comparatively so small a tract of country as the North-West Provinces would be fatal to national intellectual progress. It would divide the scholars, thinkers and writers of the country into two sections, the literary language of one of which would be unintelligible to the other. If, therefore, the claims of Urdu and Hindi were about equal, it would still be advisable to choose between them. The considerations which would determine the selection are local extension and natural adaptability, and on both points Urdu has the advantage over its rival. Urdu, variously modified by local or social accidents, is usually the language of the Courts and Public Offices, of general literature, and ordinary intercourse and business amongst Natives of all ranks in the North-Western Provinces, and is more or less understood throughout India. It is more flexible than Hindi and more copious; possesses more extensive sources from which to draw new words and greater readiness of assimilation. Urdu should, therefore, be chosen as the educational Vernacular; and Hindi, the study of which as the basis of the Urdu grammar and vocabulary, is of great philological importance, should be classed amongst the languages to be optionally learnt. But the selection of

the literary language, together with the subordinate disputed question of translation *versus* transliteration in naturalising foreign technical terms cannot be adequately discussed within the limits of this paper.

The 28th November, 1868.

M. S. Howell,
Lately Officiating Inspector,
1st-Circle, D.P.I.

[*Home-Edn A Progs*, 14 August 1869, No. 12.]

APPENDED TO DOCUMENT 13

Note by H. S. Reid, Esquire, doubting the necessity of establishment of a University for Northern India and suggesting modifications in the Calcutta University regulations to meet the demand.

THE points to be determined are the following:—

1. Is it necessary, or at least advisable, in the existing condition of national education in the Punjab, to establish an University for that province?
2. Is it advisable that an University, separate from the Calcutta University, shall be established for the North-Western Provinces and Punjab?
3. May not the present Calcutta University system be modified in such a way as to satisfy the peculiar educational requirements of Upper India?
2. The Punjab Government and Educational Officers have not shown the necessity, or even the advisability, of establishing a separate University for that province. They have adduced no facts to prove that national education is at that stage in the Punjab which alone would justify the creation of a separate University. On the contrary, Mr. Howell has shown in his Note that the conditions under

which the establishment of Universities for Bengal and Bombay were sanctioned in the Education Despatch of 1854, viz., the existence of a sufficient number of institutions, from which properly qualified candidates for degrees can be supplied, and such extension of a liberal education, as would show that the establishment would be of advantage to the Native community, have not yet been fulfilled in the Punjab.

3. The liberality and public spirit exhibited by the chiefs and people of the Punjab are deserving of all commendation. But their presence does not compensate for the absence of the *material* for an University, and the backward state of education in the province. Oudh, whose Talookdars contribute Rupees 87,000 a year towards the support of the Canning College, might as well claim a separate University for herself, if liberality and public spirit were sufficient ground for such a claim.

4. Mr. Maine has shown in his Minute that, in the communications received from the Punjab, the functions of a Collegiate system and of an University have been somewhat confounded. The preamble of Act II of 1857 (An Act to establish and incorporate an University of Calcutta) may be quoted to show what objects the Establishment of the Calcutta University was intended by the Government of India to compass. "Whereas, for the better encouragement of Her Majesty's subjects, of all classes and denominations, within the Presidency of Fort William in Bengal, and other parts of India, in the pursuit of a regular and liberal course of education, it has been determined to establish an University at Calcutta for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science and Art, and of rewarding them by Academical degrees, as evidence of their respective attainments, and marks of honour proportioned thereunto, etc."

5. The objects set forth by the Punjab Government (letter No. 235, dated 27th May, 1868), as being the special objects of the proposed Lahore University, are—1st, to afford encouragement to the enlightened study of Oriental languages and literature; 2nd, the improvement and extension of the Vernacular literature of the Punjab and its dependencies; and 3rd, the diffusion of western knowledge through the medium of the Vernacular.

6. These objects might best be attained by a carefully graduated Collegiate system. The Punjab Government has made out a case for strengthening their Colleges at Delhi and Lahore, and for the establishment of High Schools in connection with those Colleges in

the more important cities and places in the province, but nothing more.

7. It may be as well to note in this place a singular misconception under which Mr. Aitchison labors, as the argument based on it might mislead. He speaks of the great progress made in a short time in the Punjab Colleges, and, in proof of that progress, states that the Delhi and Lahore Colleges were "*only established in 1864*," and have already turned out four graduates. The Delhi College was established in 1792. In 1821 an English Department was formed (see page 169 C.U. Calendar 1868-69). I examined the College about a fortnight before the outbreak of a mutiny in May, 1857, when I found the English Department perhaps more advanced than that of any other College in the North-Western Provinces. Delhi was in the hands of the rebels in 1857, and re-taken in September of that year. The College was re-opened as a High School in 1858, and resumed its position as a College in 1864. The statement that the Delhi College was "*only established in 1864*" is calculated to convey an incorrect impression of facts.

8. The two points remaining for consideration—viz., (1) is it advisable to create a separate University for the North-Western Provinces and the Punjab; or (2) might not the present Calcutta University system be modified in such a way as to meet the educational requirements of Upper India—may be taken up together.

9. There can be no doubt that the North-Western Provinces are far in advance of the Punjab in the matter of national education, but it may reasonably be doubted whether the North-Western Provinces are ripe for the establishment of a separate University.

10. It must be borne in mind that it is nowhere proposed to substitute wholly for English the learned and Vernacular oriental languages. One of the three great objects Sir Donald Macleod has in view is the "diffusion of Western knowledge through the medium of the Vernacular." Mr. Aitchison rightly says (Memorandum of 26th January 1868)—"For many years to come a knowledge of English will be indispensable to any Native of India who is desirous of prosecuting high literary and scientific studies."

11. Every Indian University should strive to be the nursery of, and to raise up a body of men competent to impart to, their countrymen, through the medium of the vulgar tongue, that knowledge of European science and modes of thought which they themselves have acquired from English Authors.

12. This great object cannot be effected unless the standard of English acquirements is kept up, as well as the study of the learned oriental languages encouraged (without which last the Vernacular languages cannot be made capable of being the medium for the communication of European knowledge and science).

13. The Punjab Educational Officers object to the Calcutta University system on three grounds—

1. A sufficiently prominent position is not accorded to oriental studies.

2. The University regards English too exclusively as the channel through which instruction is to be conveyed.

3. The mode of examination which the University prescribes is calculated to raise superficial rather than sound scholars.

14. The two first are valid grounds. Neglect of the study of oriental languages is a natural consequence of the existing system, which should keep in view the better encouragement, in the pursuit of a liberal education, of *all classes and denominations* of Her Majesty's subject, etc.

15. The third objection need not be discussed here at length. But may it not be assumed *prima facie* that the Calcutta University Syndicate and the several Faculties are at least as respectable and reliable educational authorities as the Officers who impugn the system which they have deliberately adopted.

It may be conceived that a student thoroughly well-instructed and grounded in a carefully chosen selection from the writings of the best English Authors (prose and verse) will have a sounder, more thorough, more accurate and more scholarly knowledge of English than one who has a larger and less carefully selected course of reading to get through in the same time (which time is somewhat scant).

If the system encouraged cramming (as it is said to do), would not the list of under-graduates supplied from the Colleges and Schools of the North-Western Provinces and the Punjab be somewhat longer. But the Calcutta University Syndicate may be entrusted with the defence of their own system.

16. There can be little doubt that the standard of English Scholarship can be best kept up by the continued affiliation of the North-Western Provinces and Punjab Colleges and Schools to the Calcutta University. "Packed Juries," "and the manufacture of coin heavily

alloyed yet stamped with the same mint mark as that of the Calcutta University," will thereby be avoided.

17. "The better encouragement of all classes and denominations of Her Majesty's subjects in the pursuit of a regular and liberal course of education" might perhaps be effected were English treated more as a "classic," and the Vernacular permitted to be the medium of instruction and examination, due regard also being paid to the thorough and scholarly study of the learned oriental languages.

18. The student who enters the Calcutta University in 1868 must pass a successful examination in a volume consisting of selections from Tennyson, Macaulay's (Lays), Milton, Gray, Wordsworth, Goldsmith, Robertson (History of America), Smiles's (Self Help). In 1870 he will go up for the "First Examination in Arts." He will be examined in selections from Milton on Addison's Cato, Pope's Essay on Criticism, Macaulay's Lays, Johnson's Life of Pope, Addison's Papers from the Spectator on Paradise Lost, Johnson's Papers from the Rambler, on Milton's Versification, Robertson's Charles V., Book 1. Any student who can pass an examination in the above *must* have acquired a fair knowledge of English, and be competent to read any English Authors of ordinary difficulty. Might not that student be allowed to go in for honors in Arabic or Sanskrit in place of taking up the English Literature subjects to secure a B.A. Degree, History and Mathematics, and perhaps Mental and Moral Philosophy (of these I am doubtful) being taken up in the Vernacular.

19. For North-Western Provinces students, Urdu might with advantage be substituted for English as the medium of instruction (and also of examination) in History and Mathematics, it being at the same time optional with the *under-graduate* to take up those subjects in English, with the permission, of course, of the Head of the affiliated institution.

20. The question arises—"Can the necessary text-books be prepared in the Vernacular?" I believe that even now a commencement might be made. Such scholars as Moulavi Karim-ood-din (formerly Meer Munshee, Office of Director, Public Instruction, North-Western Provinces, and now an Extra Assistant Commissioner in the Jhansie Division), Munshee Suda Sukh Lall, Nisar Ali, Baboo Shiva Prasad, &c., (Mr. Kempson and Mr. Griffith could name many others) could prepare Urdu versions of English Standard Works on History, and even Mental and Moral Philosophy. Mathematical Works could be translated with little difficulty, once the technical terminology were determined. Were the modification of the existing Calcutta University system sketched in the preceding paragraphs adopted, the

University would, after a time, turn out men thoroughly competent to re-produce in an oriental garb the morality (Moral and Mental Philosophy) and science of Europe, and to raise the dignity of their Vernacular with the aid of its cognate classical language.

21. I beg to refer His Honor to the Report* of a Committee appointed by the North-Western Provinces Government in 1854 to report "on all works composed in the (North-Western) Provinces for the communication of European knowledge and science through the medium of the Persian and Vernacular languages, & c.," of which Committee His Honor was President. The books reviewed were the publications of the Delhi Translation Society. The review was not altogether favourable, but the causes of the comparative failure were noted in the report. The views which I hold now I held then. They will be found recorded in the memorandum which forms Memorandum No. 8 (pages 407-8).

22. A discussion of the mode in which the Local Governments (North-Western Provinces and Punjab) could best co-operate with the University in securing a timely supply of the requisite Vernacular text-books, and the formation of an independent Vernacular literature would, at this time, be premature. The subject too is a large and important one, and must be taken up by itself.

23. To carry out the proposed modification of the existing system, arrangements must be made for the examination of candidates for matriculation, and of under-graduates through the medium of the Vernacular.

24. The questions should be the same in substance for both English and Vernacular students. There would be no difficulty in arranging for the translation of the English questions into the Vernacular. The difficulty would be in the valuation of a large mass of answers in the Vernacular. The difficulty is enhanced by the consideration that the Examiner who sets the questions should value the answers, and that the answers in English and in the Vernacular should be valued by the same person. I am unable to propose a satisfactory solution of the problem. Probably a compromise must be accepted. The principles by which the examiners must be guided in the valuation of answers must be carefully defined, and the examination and valuation of the Vernacular answers must be entrusted to others than those who examine and value the English papers. The difficulty though great is yet not insuperable.

*(Selection from the Records of Government, North-Western Provinces, New Series, Volume III, 1867, page 395, "et seq.").

25. If the Syndicate of the Calcutta University decline to modify the existing system, the creation of an University for Upper India will be a necessity. Its headquarters should be Delhi, as being the place best suited for both the North-Western Provinces and the Punjab, and as being, moreover, the birth-place (so to speak) of the most important of all the Indian Vernacular languages—Urdu. The "North-Western Provinces and Punjab University" should be an examining, not a teaching, body corporate.

I would invite His Honor's attention to the admirable letter of the Secretary, Delhi Society, to Director, Public Instruction, Punjab, page 62, *et. seq.*, of papers submitted by the Punjab Government to Government of India. The Delhi Society appears to me to entertain sounder and more practical views on the subject of the present discussion than the Educational Officers of the Punjab.

How the Upper India University should be constituted is a subject which may be taken up when the Calcutta University Syndicate have refused to modify their system.

The 19th October, 1868.

H. Reid.

[*Home-Edn A Progs*, 14 August 1869, No. 12.]

14

Director of Public Instruction, North-Western Provinces, opines that the proposal for the establishment of a separate University for the North-Western Provinces was premature and that the purpose in view would be served by certain changes in the Calcutta University system to suit local needs.

FROM M. Kempson, Esquire, M.A., Director of Public Instruction, North-Western Provinces, to R. Simson, Esquire, Secretary to the Government of the North-Western Provinces, No. 2033, dated Camp Aroul, the 20th January 1869²⁰.

I have the honor of acknowledging the receipt of the document marginally noted, under cover of your letter No. 1518A, dated 5th October 1868, on the subject of the proposal made by the Punjab Government for the establishment of a University at Lahore, and seeming to suggest the more likely measure of creating a University for Upper India generally. After careful consideration of the subject, I am of opinion that, if such a University were founded, the proper seat for it would be Allahabad, and that its constitution should be similar to that of the system under which we are now working. Behar would, I think, come properly under the jurisdiction of such a University as well as Oudh and the Central Provinces, but it must be borne in mind that a University really has no jurisdiction. Students are at liberty to take their degrees at whatever University they please. For instance, were a University established at Lahore, no students in Colleges in the North-Western Provinces would apply without compulsion for a degree there in preference to Calcutta. Similarly, supposing a University were founded at Allahabad, it by no means follows that students under other Governments would care for our degrees in lieu of the now recognized distinctions conferred by a Metropolitan University.

2. The question of establishing a fourth University cannot be better expressed than in the words of the Educational Despatch of 1854. Is the time come "when the extension of a liberal education shows that the establishment of a University would be of advantage to the Native community?" In other words—Has education in Upper India so far advanced that it would be of advantage to the Native community to create a fourth University? The Punjab Government, in

applying for a University at Lahore, has answered this question in the affirmative: but the reasons given for this answer seem to amount to little more than an opinion entertained there, that the present system, under which the University of Calcutta legislates for the Upper as well as the Lower Provinces of the Bengal Presidency, fails to meet the educational needs or aspirations of the former. Grant that the present arrangement does *not* answer in some respects, it by no means follows that the time has come for the establishment of the fourth University. Again, when the Calcutta University system is repudiated as objectionable, and when a previous movement is known to have been made in the Punjab, though without success, towards the establishment of an "Oriental University," the present proposal would seem to aim at attempting a compromise with Orientalism, almost identical with what I conceive to have been the real object of the Allygurh Association in suggesting the establishment of a "Vernacular University." But the supposed failure in the Punjab of the policy of the Educational Despatch of 1854, or its unpopularity with a certain section of the Native community in the North-Western Provinces, is anything but a reason for the establishment of a fourth University on the principles of that Despatch.

3. Here, therefore, as far as the North-Western Provinces are concerned, two questions arise—

(1) Are we prepared to abide by the policy of the Educational Despatch of 1854?

(2) If so, is the time come for the establishment of a fourth University?

4. *First*, with regard to the views of the Native community, I beg to annex an important paper drawn up at my request by a Select Committee of the Benares Institute in the form of a report on the proposal of the Allygurh Association for a Vernacular University. The names attached to this paper are a guarantee that the opinion of a most intelligent as well as independent section of Native society has been consulted. These gentlemen say—"If the object of the Allygurh Association in moving the creation of a Vernacular University is that, while the system of education through the medium of English now in force is maintained and strengthened, Vernacular education may also receive an impulse in order that the light of knowledge may be extended to the masses, we concur in the measure." The policy of the Educational Despatch of 1854 seems to me to be upheld here in terms which show that the views of Government in that excellent Despatch are understood and appreciated. The Committee go on to consider the principles on which a new University

should be established, when the time comes for its establishment, and when the condition and progress of the Vernacular, fostered as it is, and may yet more be fostered, by school education and by such measures of direct encouragement as have already been seasonably introduced, are pronounced sufficient to justify its use as a medium for the conveyance of superior teaching.†

5. *Secondly*, with regard to the opinions of the Chief Educational Officers with whom I am associated, we have discussed the subject-matter of this reference in Committee* held at Allahabad on the 26th ultimo, and taking the second of the two questions stated in paragraph 3 above first, we are agreed that we have neither the means nor material‡ at present for the formation of a new University. Supposing a University were established at Lahore in deference to the wishes of the Lieutenant-Governor of the Punjab, we should prefer retaining our connection with the Calcutta Corporation, and enjoying the advantage of its degrees, to amalgamating with the Punjab Institution. Supposing a common University for the North-Western Provinces and the Punjab were established at Delhi, we foresee such difficulties in the joint management as to make us on that ground alone prefer the existing system. Though we may not be satisfied with certain matters of detail, we approve generally of the system of education administered by the Calcutta University. We would maintain the study of the learned languages of the country for the sake of their philological uses, for the rescue from oblivion of ancient works of poetry and philosophy, and for the enrichment of the Vernaculars; but, first and foremost, we look to the future advantages to be derived from a liberal English education among the upper classes, in history, science, and purer literature and philosophy. We do not want the English language to supersede the Vernaculars, but we do want to have it studied by the most intelligent classes of Native society, believing that it will furnish thoughts and notions which will ultimately find expression in the Vernaculars of their daily life and that those Vernaculars, so utilized and enriched, will become in good time a suitable medium for the diffusion in the East of the ideas connected with Western civilization. We lastly entirely agree with

*NOTE—Baboo Siva Pershad's excellent and well-timed paper on our "Vernaculars" has already received His Honor's approbation in G.O. No. 2275A., dated 8th December 1868.

‡The results of the recent Calcutta University Examinations are just out, and though the Government Institutions of the North-Western Provinces have done well, and have succeeded in passing 60 out of 76 candidates for the Entrance Examination and First Examination in Arts, the number is small and cannot be dignified with the name of material for the establishment of a new University.

the Educational Despatch of 1854 (paragraph 39) in calling the "abandonment of the early views on Native education which erroneously pointed to the classical languages of the East as the medium for imparting European education" a "wise" abandonment.

6. While these are our views with respect to Collegiate and University education in their probable after-effect on the country, we look to the Country Schools—Zillah, Anglo-Vernacular and Vernacular—for effecting more directly the improvement of the spoken tongues, and for laying wide the foundations of a future and more self-expansive enlightenment. By giving the Vernacular education imparted in these schools an occidental, rather than an oriental form, at the risk of present popularity, we are preparing the way for a more general reception of European ways of thought among the masses, as well as for removing the old methods of rote-learning and word-acquiring, which have resulted among the upper classes in producing a people who talk beautifully, but write and think most inaccurately. We are trying to impart knowledge which shall lead to the desire for, and the acquisition of more, rather than be specially useful in itself, and we aim thus at giving the means of enlightenment to the many, rather than the means of personal gratification or vanity to the few. And these probably are the objects of all who work under the Calcutta University system, *with due attention to educating the lower classes.*

7. As far as the North-Western Provinces are concerned, I see no reason to doubt that results will in their time bear witness to the wisdom of the policy. The Colleges and Schools are beginning to work harmoniously and with connected aim in affiliation with the Calcutta University, however small the proportion of the population which is immediately acted upon. The young men who have been educated under the system so far have already proved themselves really useful public servants. They have not rested content with the mere enjoyment of office. They have become in many instances centres of usefulness to their countrymen. Witness the societies for self-improvement and the discussion of questions of popular interest, which have been formed chiefly by their agency in the principal towns of the North-Western Provinces, such as Bareilly, Benares, Agra, Allygurh, Moradabad, Goruckpore, &c. And a more general testimony to the spread of a spirit of inquiry among the masses under the present system is the fact, that, whereas in 1845 there was only one native newspaper, and that in Persian, published in the North-Western Provinces, there are now 19 in the vernaculars, irrespective of the attempts at Magazine and Review writing.

8. To discard, or violently change or supersede unnecessarily a system which professes well, and promises fairly, and above all aims

at carrying out the policy of the Despatch of 1854, is to be deprecated. We have too much to do in maturing and expediting the working of the system itself, in improving our instrumental agencies, to desire the unsettling effect of change on change, or, after a "wise abandonment" of the old policy, to sympathise with any attempt to effect a compromise with Orientalism.

9. The drift of the foregoing observations, the correction of which I respectfully leave to His Honor's superior experience and discernment, is briefly this—*Firstly*, that there is not yet material for the establishment of a fourth University in Upper India, judging from the state of the most advanced of the various Governments included. *Secondly*, that the Calcutta University, though possibly capable of improved adaptation to our local wants, is in the main an excellent exponent of the true Imperial policy in education, whether in Bengal or Upper India.

10. But this apart, it seems to me that it would be far the most becoming course to leave this question of the propriety or impropriety of establishing a fourth University at the present time to be decided by the chief educational corporation in the country—the Calcutta University itself—and to wait until that body can say to the Government of India:—"We have watched the advance of education in the Upper Provinces so far as it comes under our system, and the Colleges and Schools acquit themselves so well, and the degrees we confer are so increasingly numerous, that we think a separate charter might be allowed." At any rate this course would be more graceful than for us to charge the Calcutta University system with our own shortcomings, and ask for a separate University, of which we should be sole arbiters, and in which the teaching body would test the success of its own labors still more exclusively than under the former system.

11. In conclusion, I beg to submit, for His Honor's perusal, copy of a Lecture read before the Bethune Society on February 13th, 1860, by the President of the Faculty of Arts in the Calcutta University, which was sent to me by the Registrar as an exponent of the views held by the chief educationists in Calcutta, as to the proper place of Oriental Literature in Indian Collegiate education, and which I regard as a useful illustration of points which must necessarily occur to those who have given attention to the subject in connection with the Punjab proposals.

ANNEXURE TO DOCUMENT 14

Report of a Select Committee of the Benares Institute on the proposal of the Allygurh Association for the establishment of a Vernacular University²¹ (translated).

IF the object of the Allygurh Association in moving the creation of a Vernacular University is that, while the system of education through the medium of English now in force is maintained and strengthened, vernacular education may also receive an impulse, in order that the light of knowledge may be extended to the masses, we concur in the measure.

Its adoption would involve no change, for the system of English education now current would not only retain its present status, but would gain strength, while in schools where the vernaculars are taught, such improvements might be introduced as to make it feasible in course of time to impart education of a superior order in the Vernacular.

Such a University, in its general form, might be conducted on the same principles as the Calcutta University, applying those principles to the encouragement of the Vernaculars. The site of such a University should be the seat of the Local Government, Allahabad.

Such a University might confer degrees similar to those now conferred in Calcutta, and separate degrees might be conferred when the Examinations were conducted in the Vernacular, the nomenclature of which we are content to leave to Government. (We approve of a system of rewards for the translation and compilation of books in the Vernacular, and think it might be extended with advantage—a Committee being formed to carry out the details). Such a University might include Oudh, the North-Western Provinces, and Behar, where a language akin to that spoken in the North-Western Provinces is the Vernacular.

We do not think that a University in this country need involve residence.

Sir Deo Narain Singh, K. S. I., *President*/Baboo Siva Prasad, Joint Inspector of Schools/Syud Ahmud Khan, Judge, Small Clause Court/Rai Buldeo Buksh, Head of the Maharajah's Amlah/Mirza Rahmutul-lah Beg/Pundit Bapu Deva Shastri, Professor of Mathematics, Sanskrit College/Pundit Ram Shastri, Professor, Sanskrit College/Dr. E. J. Lazarus. *Members*

[Home-Edn A Progs, 14 August 1869, No. 11.]

15

Government of the North-Western Provinces request the Director of Public Instruction to suggest amendments to the Calcutta University system in order to suit the needs of the North-Western Provinces.

FROM F. Henvey, Esquire, Officiating Junior Secretary to the Government of the North-Western Provinces, to M. Kempson, Esquire, M.A., Director of Public Instruction, North-Western Provinces, No. 411A, dated Camp Chowbeyepore, the 28th January 1869²².

I am directed to acknowledge the receipt of your letter No. 2033, dated the 20th instant, containing your opinion in regard to the proposed establishment of a University for Upper India, and, with reference to the remark in paragraph 9 that the Calcutta University is possibly capable of improved adaptation to the local wants of these Provinces, I am to state that the Lieutenant-Governor will be glad to receive from you any suggestions as to the direction which any modification of the kind alluded to should take.

2. I am also to state that the suggestion of the Select Committee of the Benares Institute for the formation of a Committee to adjudicate rewards for vernacular composition has been noticed by His Honor, who desires to receive your views on the feasibility and advantage of such a measure.

[Home-Edn A Progs, 14 August 1869, No. 11.]

APPENDED TO DOCUMENT 15

Director of Public Instruction, North-Western Provinces, suggests certain changes in the Calcutta University system to meet the educational requirements of the North-Western Provinces.

FROM M. Kempson, Esquire, M.A., Director of Public Instruction, North-Western Provinces, to R. Simson, Esquire, Secretary to the Government of the North-Western Provinces, No. 166, dated Allahabad, the 9th April 1869²³.

In continuation of my letter No. 2033 of the 20th January last, on the subject of the establishment of a University for Upper India, and with attention to the first paragraph of your rejoinder thereto

of the 28th idem, I have the honor of offering the following brief remarks for His Honor's consideration.

2. The suggested possibility of an improved adaptation of the Calcutta University system pointed not so much to modifications in that system designed to meet *objectors* half-way, or even to changes which might be introduced to suit local peculiarities as to the growing necessity for a better representation in the University Councils of the Departments of Public Instruction, and Local Committees of Education beyond the limits of Bengal Proper. Our chief schools, public and private, are affiliated to the Calcutta University, but we have no definite concern with the choice of subjects or mode of examination. The great differences in the characteristics of the populations of Bengal and Upper India involve corresponding differences in the systems of popular education, and, of course, differences in the results attained; and though one University can, for the present, very well legislate for all alike, I think it is a necessary element of success that all sections of its jurisdiction should be represented in the Senate.

3. It is highly just and proper that a body which confers degrees should prescribe the standards of study and modes of test; and assuming as an axiom that it will prescribe these in accordance with what it believes best for the interests of the community, it is not too much to suppose that it would consent to well-considered modifications both in the one and the other, in parts of the country remote from its observation, and in which ideas have been developed and institutions created, which may not have been contemplated at the time when it received its charter. On the other hand, it is out of the question to expect that the Senate of the University can make alterations in its system to suit local peculiarities at the beck of every agitator, or that it will entertain any idea of change, however recommended from without, until it has within itself the means of estimating the real wants of the community. For example, I hold the Calcutta University Authorities were right in refusing to listen to representations made in the Punjab as to the faultiness of their system. They were aware that the system was working satisfactorily elsewhere, and, without special knowledge of Punjab proclivities, were not called upon to listen to *ex-parte* statements. Or, to take the instance of another form of the reaction towards orientalism, which found expression in the Allygurh petition for a Vernacular University, It seems to me that the Supreme Government should have placed the matter in the hands of the Calcutta University as the chief educational authority, and have requested the Senate to place itself in communication with His Honor's Government with a view of

discovering what was the real aim of the petition, and whether any modification in the University system, as applied to the North-Western Provinces, was feasible, which would at the same time fairly meet the views expressed by the petitioners.

4. If I am right in this estimate of the part which should be played by the Calcutta University in all important educational movements within the sphere of its jurisdiction²⁴, the proposal to have a Branch Syndicate of the Calcutta University for Upper India will not appear extravagant. I would locate this Syndicate at Allahabad, and place within the sphere of its jurisdiction²⁵, the proposal to have a Branch Central Provinces, Rajpootana and Behar. It would have a Vice-Chancellor and a Registrar of its own, the former of whom would confer degrees by license from the Chancellor at Calcutta, and have the power in concert with his Syndicate of managing the business of standards and tests under subordination to the Calcutta Senate. The expenses of a Registrar and Office with attendant charges might be borne by fees levied within the jurisdiction of the Branch Syndicate. The formation of such a body would, I am persuaded, be a great relief to the Calcutta Authorities. It would deal most satisfactorily with movements and questions of local interest, which cannot be well neglected at this period in the history of education in India, and it would form an excellent nucleus for the foundation of a fourth University in accordance with the terms of the Educational Despatch of 1854, when the proper time arrived.

[Home-Edn A Progs, 14 August 1869, No. 13.]

16

Government of the North-Western Provinces consider the establishment of a separate University premature but desire (i) certain changes in the Calcutta University system to suit local needs and (ii) also encouragement to the use of Indian languages in the University examinations.

FROM R. Simson, Esquire, Secretary to the Government of the North-Western Provinces, to E. C. Bayley, Esquire, Secretary to the Government of India, No. 2245, dated Allahabad, the 6th May 1869²⁵.

I am desired to address you with reference to your letter of the 19th September last, communicating the proposals of the Government

of the Punjab for the establishment of a University at Lahore, with the views of the Supreme Government thereon. In the 16th paragraph of your Despatch, His Honor the Lieutenant-Governor of the Punjab was requested to place himself in communication with Sir William Muir, with the view of maturing such a "plan as might meet the wants of both Provinces."

2. No communication, in pursuance of this instruction, has been received as yet from the Punjab, and the Lieutenant-Governor does not now expect any: but at the time when it was expected, His Honor, to be fully prepared for the discussion of this important question, called for the views of the Director of Public Instruction, Mr. Kempson, and also of the Officer who formerly held the same post, Mr. H. S. Reid. These, along with a paper by Mr. M. S. Howell, (a young Civilian who has held office in the Educational Department), are now submitted for the information of His Excellency the Governor-General in Council.

3. The papers are original and suggestive. But, however, valuable in themselves, the Lieutenant-Governor would not on that account have troubled the Government of India with their perusal, had they not possessed an immediate and practical interest. The truth is that His Honor himself has long held the opinion that some change was necessary in order to bring the action of the University into a closer and more beneficial bearing upon the interests of these Provinces. The occasion was, therefore, opportune for inviting the reports now submitted; nor is it less opportune at the present time for bringing the subject under the consideration of His Excellency in Council.

4. The Educational Officers under this Government are decidedly of opinion that the establishment of a University for these Provinces would be premature. Our progress is yet too rudimental, and the number of students who reach high literary proficiency too few, to furnish materials that would warrant the establishment of such an Institution. The Lieutenant-Governor shares in this opinion.

5. As stated by Mr. Kempson, the influence of the Calcutta University upon the progress of education in these Provinces is salutary. The Colleges and Upper Schools, both Government and Aided, are gradually labouring in the direction of its high standards, and a small, but increasing, number yearly succeed in passing them. The steady application of these tests, and the high value attaching to the passing of them, have imparted a sound and powerful stimulus to the higher teaching in these Provinces. It is to be feared that the action of a Local University would be too limited, and its fruits too scanty and uncertain, to carry the weight and prestige due to an

Institution of such a stamp. The premature establishment of an University might, therefore, injure, instead of promoting, the interests of education.

6. But though not prepared to advocate the immediate establishment of an University in these Provinces, the Lieutenant-Governor is not the less sensible that the Calcutta University does not fully and satisfactorily meet the wants of this part of the country. And it is possible that some concessions might be made by that body, which should not only prove immediately beneficial, but pave the way, when the time shall have fully come, for an independent University in the North-West.

7. The first point to be noticed which effects the influence of the University on the affiliated Institutions, and through them the whole educational system of these Provinces, is the fact that they are not represented in the Senate. There are but three Members of the Senate belonging to the North-Western Provinces. One is the present Director of Public Instruction, Mr. Kempson, and the second his predecessor in that office, Mr. H. S. Reid. The third is the Lieutenant-Governor himself: but it is significant that although, as stated by you, Sir W. Muir has "long taken special interest in such questions," His Honor never had any connection with the Council till he became an *ex-officio* Fellow on being appointed a Member of the Supreme Government. There is not a single Native gentleman belonging to this Government in the Senate, and it may be said that these Provinces are practically unrepresented in that body.

8. This has arisen no doubt from the circumstance that the Senate, to be of practical use under the present constitution of the University, must be composed of persons in Calcutta or its vicinity, who, from their position, can take a personal share in the deliberations and proceedings of the Faculties and Syndicate. It was probably felt that to appoint Fellows, resident at a distance, would be to confer an empty distinction on persons who could do little to influence the action of the University, and that the measure was unnecessary.

9. There may have been little detriment in the early years of the University from ~~this~~ arrangement, for the wants of the country were yet undeveloped. But this is no longer the case. These Provinces are now beginning to assume an importance in Collegiate matters which, in view of its special circumstances and requirements as distinct from those of Bengal Proper, demands a fair and effective representation in the counsels of the University.

10. For a while, this want might be supplied if the University were prepared to adopt the suggestion, supported by Mr. Kempson, for the constitution of a branch of the Senate in these Provinces. The Governor-General in Council can, under Section VI of the University Act, appoint for the North-Western Provinces, Oudh, &c., extra Fellows beyond the number of 30. There seems nothing in the Law, or in the constitution of the University, to prevent the delegation by the Senate of authority for such Fellows to meet at Allahabad for the purposes of consultation, and of advising the Senate in all matters regarding the North-Western Provinces. And similarly the business of conducting the examination of all persons belonging to these and adjoining Provinces, who may present themselves for examination at Allahabad, might be carried on by this branch of the Senate. Upon their report the Senate would proceed to grant its degrees.

11. Further, there is no reason apparent why a convocation might not be held at Allahabad for the conferment of degrees granted by the Senate. The dislike of the Natives of these Provinces to the Metropolis of Bengal is so great that it is with the utmost reluctance they proceed thither; and, consequently, at the yearly convocations, from which it is rare to find a successful Bengalee student absent, the North-Western Competitor seldom, if ever, appears. His name is announced, but no one comes forward to receive the diploma. The legitimate stimulus which is given by the éclat of the convocation is thus lost to the North-Western Provinces. But it would be gained with double effect if the titles of the University were conferred at a local convocation amidst influences and associations far stronger to the Native of these parts than any which Calcutta can afford.

12. There remain two points for consideration; first, whether greater encouragement might be advantageously given to the study of Oriental Literature; and secondly, whether any part of the examinations might not be conducted in the Vernacular.

13. The Lieutenant-Governor would not support any scheme which did not make proficiency in English a condition of obtaining degrees. It is not high scholarship, simply as such, which is to be promoted and rewarded; rather, it is scholarship of a kind that shall benefit the nation by raising its intellectual and moral standard, and conduce to its material and social advancement. It needs little argument to show that these ends are not to be looked for from the unaided prosecution of Oriental learning. As tersely and too truly put by Mr. Kempson, such study "produces a people who may talk beautifully, but who think and write most inaccurately." And further, it is only by the acquisition of English that the student can

find his way to those stores of knowledge, without which his fine writing is mere verbiage, for the most part worse than useless. The day we may hope will come when Oriental Literature shall contain in itself some of those essential materials for which we are now solely dependent upon the languages of the West; but till then, no large national benefit can be looked for from the encouragement of Oriental studies apart from English.

14. For these reasons the Lieutenant-Governor thinks that the system of requiring a certain proficiency in English, as the condition of University training and University distinctions, is sound and unassailable; but it may be that the condition is pushed too far and made too stringent. By the present rules, no Honors in Oriental Literature can be secured until the student shall have passed the B.A. Standard. But to produce a beneficial action upon the national mind, it is, perhaps, too much to require so severe a standard in English and in Science. The great want of the people is a Vernacular Literature; — works in History, Art and Science, containing sound knowledge, written in an elegant style, and composed on models of thought and expression agreeable to the Native mind. For this end, a body of students is needed who, by the study of the Oriental Classics, shall possess the faculty of composing in such a style; and high proficiency in Oriental Literature, itself requiring much study, can hardly be looked for in combination with the very high standard in English and in Science required for the B.A. Degree. It is, therefore, a matter for serious consideration whether a greater national benefit would not be secured by offering Honor Degrees in the Oriental languages to students of a certain lower standard in English and in Science, than as now by insisting on the pre-requisite of a B.A. Degree. For example, such degrees might, perhaps, be given to students who devote themselves to Oriental Literature after having passed the "Middle Examination." Certainly, the knowledge of English Literature and of Science, necessary for the passing of that examination, supposes the power in the student of availing himself of the stores of European knowledge in a sufficient measure for the production of translations, compilations or original works, containing valuable information drawn from those stores. The great desideratum of the day would be by this means more likely to be compassed. The Vernacular languages would be enriched by the compositions of scholars whose style would be formed upon the best Oriental models, and whose modes of reasoning and expression would be in accord with Native thought; who would yet have access through the English language to the knowledge of History, Art and Science; and who being, as we may hope, imbued with the love of true learning, would be at the

same time in the best position to communicate the fruits of their own studies in a Native and attractive form to their fellow-countrymen.

15. On the second point, the remarks of Messrs. H. S. Reid and M.S. Howell are deserving of attention. It is certain that the Sciences can be conveyed with far greater accuracy of thought to a Native student in his own Vernacular, than through the too often indistinctly apprehended text of an English treatise. It is also certain that many text-books, those at least relating to the exact sciences, are capable of comparatively easy translation; and we have already some good treatises, both translations and original works, on these subjects in the Vernacular. There is, also, as the Lieutenant-Governor has had opportunity of personally observing, a great mass of students throughout these Provinces, who, though educated only in the Vernacular, have yet attained considerable lengths of proficiency in Mathematical science. It is not pretended that, as yet, we are ready for conducting University Examinations in any subject in the Vernacular; but His Honor believes that the time is not very distant when such a course will be possible and expedient, and when the interests of the Native students will demand it.

16. The establishment of a corresponding branch of the Senate at Allahabad might prove of essential service in the settlement of these and similar questions connected with the important object of accommodating the University to the varying and growing requirements of these outlying Provinces; and, as before suggested, it would serve to smooth the path for the eventual constitution of an independent University in the North-West.

17. If the Governor-General in Council should concur in the soundness of the views attempted to be expressed in this Despatch, His Excellency may see reason to communicate the same to the Senate for such action as they feel at liberty to take in respect of them.

18. In conclusion, the Lieutenant-Governor feels that the present work of this Government consists rather in the endeavour to bring up the existing Schools and Colleges to the standard, and make them conform to the system of the Calcutta University, and to render their number more adequate to the wants of the country, than immediately to attempt an University scheme of its own. A greater need, even if we were much further advanced, is the establishment of a College at Allahabad, and also of a Medical College, which shall open a career in that Department (from which they are at present practically excluded) to the Natives of these Provinces.

And on these subjects the Hon'ble the Lieutenant-Governor hopes before long to lay proposals before the Government of India.

19. In the meanwhile, His Honor has thought it advisable to submit the foregoing remarks and suggestions on the relation of the University to these Provinces, and the means by which the advantages it affords might be more widely and more practically shared in by their inhabitants.

[Home - Edn A Progs, 14 August 1869, No. 10.]

17

Government of India favourably consider the modifications in the Calcutta University system suggested by the Government of the North-Western Provinces.

FROM E. C. Bayley, Esquire, Secretary to the Government of India, to R. Simson, Esquire, Secretary to the Government of the North-Western Provinces, No. 427, dated Simla, the 11th August 1869.

I am directed to acknowledge the receipt of your letter No. 2245, dated the 6th May last, reporting that, in the opinion of the Lieutenant-Governor, the establishment of a University for the North-Western Provinces would at present be premature; and at the same time suggesting certain alterations in the arrangements of the Calcutta University to meet the wants of those Provinces.

2. Under the circumstances represented, His Excellency the Governor-General in Council has no doubt as to the soundness of the above view, and desires me to state that, on the return of the Government of India to Calcutta, no time will be lost in bringing the latter subject before the governing body of the Calcutta University. I am to add that there is every disposition on the part of the Supreme Government to give the most favorable consideration to His Honor's wishes in these matters.

[Home-Edn A Progs, 14 August 1869, No. 14.]

Minute by Edward C. Bayley²⁶, Esquire, Vice-Chancellor of the Calcutta University, on the modifications in the Calcutta University system proposed by the Government of the North-Western Provinces.

THE sentiments of the Lieutenant-Governor of the North-Western Provinces on the subject of extending the influence of the Calcutta University to the North-Western Provinces have been laid before the Syndicate, and as the subject is one which demands, on many grounds, serious attention, I venture to submit my own ideas on it at some length for the consideration of the Syndicate.

Broadly, the success of the University in Bengal, especially in the neighbourhood of Calcutta, and the importance of the results which have followed its establishment, can scarcely be over-rated. On the other hand, it is, I believe, equally beyond doubt that its influence is very far from being as strong, or its success as great, with regard to the Provinces of North-Western India. This fact is fully borne out by the testimony of Sir William Muir, which, both as to the fact and its causes, is so important, that I venture to reproduce it at length, together with the remedies which he proposes. . . .²⁷

Accepting, as I think must be done, this testimony, and it is supported by the testimony of Messrs. Kempson, M. S. Howell, H. S. Reid, quoted by the Lieutenant-Governor, to which I may venture to add that of my own experience, it must be allowed that the Calcutta University has not yet exercised its due influence in the North-Western Provinces. The causes of this failure remain to be examined.

Practically it will be seen that Sir W. Muir attributes it to two causes, viz., the constitution of the governing body of the University, and the mode in which its proceedings of the University are conducted; and *secondly*, to the discouragement given by the present (and still more by the past) system of University Examinations to the study of Vernacular languages.

The Lieutenant-Governor proposes certain changes to meet these defects.

Before dealing with his proposals *seriatim*, I would wish to offer a few remarks on the relative importance of the causes assigned.

I venture to think, however, that in assigning the first ground of dissatisfaction as a cause which has hitherto mainly operated

disadvantageously to the interests of this University in the North-Western Provinces, the Lieutenant-Governor and the gentlemen by whose authority he is supported have, perhaps, over-stated the case. If, as is alleged by the Lieutenant-Governor, some changes are now expedient in the modes of teaching enforced by the University, it may be yet fairly doubted if such changes would not have hitherto proved premature, and it is at least probable that they would not have been adopted at an earlier day even if the North-Western Provinces had enjoyed the fullest share of influence claimed for it in the councils of the University.

At the same time there can be no doubt that a very strong feeling has recently grown up, not merely among the gentlemen employed in the Educational Department of the North-Western Provinces, but amongst others both of the official and non-official community, Natives as well as Europeans, who are interested in the progress of education, that some opportunity should be allowed to them of giving expression to their opinion, at least regarding the more important questions which are decided by the University, and which greatly affect the character and success of educational measures as well in the North-Western Provinces as elsewhere. Perhaps the expediency of making some change in the laws of the University, to meet as far as this feeling, may be admitted without further discussion.

No question will, I imagine, arise as to the propriety of giving, as far as possible, to all those who are interested in education over the area to which the operations of the University extend, a voice in its deliberations.

I now proceed to treat of the Lieutenant-Governor's definite proposals on this part of the subject. The first of these, which is not, perhaps, very clearly expressed, is contained in the Lieutenant-Governor's 10th paragraph. So far as I understand it amounts to the virtual creation of a branch Syndicate at Allahabad, "for the purposes of consultation and advising the Senate in all matters regarding the North-Western Provinces," and also for the virtual conduct of examinations at Allahabad. I cannot think that the Lieutenant-Governor, in making this proposal, quite appreciated the present method of carrying on the business of the University. At any rate, I believe, that to give to a purely local body any degree of authority specially in reference to local matters, would very materially impair the uniformity of action which is absolutely essential to the success of the University; and it would, moreover, I feel assured, give room for very great diversity of opinion and to grave risks of dissension. For this reason it seems to me impossible to

assign to the Fellows of the University, resident out of Calcutta, any special authority even in local matters, other than that which they already possess by the Statutes of the University.

The only alterations which I would recommend to the Syndicate have for their object to facilitate the real exercise of their present nominal powers by non-resident members of the Senate. In giving these in detail, I do so with some hesitation, and shall be quite prepared to accept any modifications of them which may be suggested, and which may leave them equally efficient for securing their object.

Briefly my proposals are to this effect, that every subject submitted to any Faculty for discussion, should be circulated to all the members of such Faculty, resident or non-resident, for, say, six weeks before the meeting of the Faculty at which it is to be discussed, and that it shall be competent for any member to forward to the Registrar a Minute to be read at such meeting, and to vote by proxy upon any proposition discussed.

Provided, however, that it shall at such meeting be competent to the Faculty, instead of proceeding to a direct vote on the subject discussed, adjourn the meeting for a period of not less than one month, and, if necessary, to cause the Minutes submitted, or any of them, to be printed and circulated to the members of the Faculty, on the understanding, however, that no member of such Faculty shall be at liberty to record any further Minute after the first meeting of the said Faculty.

The object of the suggested rule is to give an opportunity to non-resident members to record their opinions and their votes on any subject brought before the Faculties. No doubt the proposal would, if adopted, occasion some little delay in the discussion of questions by the Faculties, and would give rise to some slight increase of expense for printing and postage.

The expense, however, would be a point of no moment in view to the advantages which would be gained, and as regards delay, the proposal to limit the submission of Minutes to the *first* meeting of the Faculty is intended to prevent the delay which results from interminable counter Minutes; while the permission to print and recirculate any of the Minutes presented, is intended to give the Faculty the power of bringing to the notice of absent members any important suggestions or arguments which such Minutes may contain, and which the meeting may consider it expedient should have fuller consideration. In fact, I believe that on one or two occasions a method of consulting distant authorities not very dissimilar to that proposed has been adopted by the Faculties. To meet, however, extraordinary

occasions, the Syndicate might be vested with the power of suspending this rule, or, if it be thought necessary, its operation might be limited to cases involving matters of principle or general interest, such for example as alterations in the standard for examinations, etc. etc.

It might, I think, also be possible to adopt a similar method of procedure in regard to meetings of the Senate held under the 13th bye-law to discuss the decisions of the Syndicate.

If these proposals be adopted, they would ensure to non-resident fellows the fullest practicable share in all the more important deliberations of the governing body of the University, and accord to them the full share of influence which they can legitimately claim.

The Syndicate, as an executive body required for prompt action, must, I think, always be composed of resident members, and cannot be limited or controlled in the exercise of its powers by any separate co-ordinate body.

I would here mention that it has been suggested to me by a member of the Senate that it would be convenient to provide, in case of the temporary absence of the Vice-Chancellor from Calcutta, for the appointment of a *locum tenens*—as is done in respect to the members of the Syndicate by the 4th bye-law. The subject is one on which I do not offer an opinion, but as for the last seven years, the Vice-Chancellor has been regularly absent from Calcutta for a considerable period in each year, it will be for my colleagues to say how far any inconvenience has practically resulted from this fact, and whether it is likely that any countervailing inconvenience would result from the frequent changes in the incumbents of the Vice-Chancellorship which would follow a modification of the existing rules, such as that now suggested. If the measure, however, be considered expedient, it seems to me that the nomination should rest in the Vice-Chancellor, to be confirmed by the same authority by which the Vice-Chancellor himself is appointed.

The next proposal of the Lieutenant-Governor relates to the holding of a branch Convocation at Allahabad. The argument for this proposal is that, as a rule, the graduates from the North-Western Provinces are rarely able to attend the Convocation in Calcutta, and that in consequence the operation of the University in the North-Western Provinces is practically deprived of the solemnity and emphasis which the annual meeting of the Senate in Convocation affords. I am not prepared to dispute these arguments, and I have no doubt that the proposal is one which may be carried out at a very small expenditure of money, and with very little inconvenience to the Registrar and Vice-Chancellor, whose attendance in Convoca-

tion will, I presume, be necessary. The question is one, however, on which I do not profess to entertain any very strong opinion.

I now proceed to discuss the third proposal made by the Lieutenant-Governor of the North-Western Provinces, viz., that greater encouragement should be given to the study of Oriental Literature and larger employment be made of the Vernacular as a medium of teaching. The question involved is one of very²⁸ great delicacy and importance, and one on which, no doubt, there is room for great diversity of opinion. After stating briefly, therefore, the suggestions of the Lieutenant-Governor, I must ask the indulgence of the Syndicate while I explain somewhat at length the extent to which I recommend the adoption of Sir W. Muir's proposals and the reasons for which I do so. The Lieutenant-Governor's views will be found in the 13th, 14th 15th, and 16th paragraphs of his letter already quoted above.

Before proceeding further upon the subject, it should be clearly understood that neither the Lieutenant-Governor (as he clearly explains) nor, so far as I am aware, any advocate of his views, is in the least prepared to depreciate the value of English teaching. On the contrary, the proposals of the Lieutenant-Governor are expected to operate practically to its greater encouragement, and it is on this ground alone, that I am prepared in any degree to recommend them to the Syndicate, as I shall presently show.

The methods which the Lieutenant-Governor suggests for attaining his objects are practically as follows, viz., to allow undergraduates who have passed the First Arts Examination to present themselves as candidates for Honors in the Oriental languages; and *secondly*, to raise teaching through the medium of the vernacular in the zillah and high schools gradually to a standard which will enable students to read in the Vernacular up to all the various standards of University Examinations; and, if I understand rightly, the Lieutenant-Governor desires that these examinations themselves should be optionally held in the Vernacular. As the correspondence, however, is in the hands of the Syndicate, I will not endeavour further to set out the Lieutenant-Governor's proposals and arguments, and have only done so to the above extent that I may make my own more clear.

I may, perhaps, at once say that, while sharing generally Sir W. Muir's opinions, I cannot entirely follow his proposals, which seem to me in some respects to go beyond what can ever be necessary, and in others to be at least premature. Before, however, stating what I would suggest in modification of these proposals, I proceed to explain and support the views which a rather long connection with

the educational system of Government has led me to entertain on this subject, and which I venture to place before the Syndicate for their consideration. In doing so, however, I would disclaim all sympathy with the "Orientalism," which was overthrown, and deservedly overthrown, some five and thirty years ago; *that*, as the members of the Syndicate are fully aware, was an attempt to make the Classical Languages of the East the media for conveying European knowledge. The scheme was from the first certain to fail, for there was nothing in those languages, as actually constituted, which could so impart that knowledge, and it would have taken centuries to create, in a dead language, or what was practically a dead language, a literature representing even the bare outlines of European literature and of the accumulation of scientific knowledge; and meanwhile hundreds and thousands would have been set laboriously to the pursuit of a study, which, beyond the bare mental exercise which it involved and the comparative mastery which it gave them over their own language, would have been absolutely useless.

It was, therefore, wisely determined to make English the key which was to unlock the stores of European knowledge, at least in their fulness, and to use the Vernaculars, at first only as the means of conveying instruction of a very simple and elementary nature. But it is clear that between that full knowledge of English, which gave a student the power of teaching himself from European sources and the elementary education imparted in the Vernacular, there was always a wide gap. It was certainly the policy of the despatch of 1854 that this gap should eventually be filled by improved instruction in the Vernaculars, and this was in fact avowed in so many words.

The question to be now solved, therefore, is, whether the time has arrived for any advance in this direction.

There is, I think, a good deal which may be accepted as proof that the time has arrived, at least in the North-Western Provinces; a considerable desire for advanced education has unquestionably been shown among a certain class, both in the North-Western Provinces and the Punjab, who have not acquired, and are not likely to any great extent to acquire, English. It is only natural that this should be the case; it is the invariable result of education of any class to create a desire for something more; and, moderate as has hitherto been the standard of Vernacular education, it has no doubt acted more or less in this sense. Moreover, the acquisitions which not a few of the young men of the Upper Provinces have made through the means of the English language have stimulated the legitimate ambition and desires of those who have known them or watched their careers.

But, on the other hand, the study of English has not made, and it may be said is not likely soon to make, such progress in the North-Western Provinces as it has done in Lower Bengal. Many of the motives which have stimulated its progress there are absent in North-Western Provinces, while obstacles which are unknown in Bengal retard its progress in the North-Western Provinces. Not the least of these obstacles has been, that we found in the North-Western Provinces far more than in Bengal a system of indigenous education still busy and active, which however narrow in its limits and imperfect in its modes, was still sufficient to give an intellectual training by no means despicable, and which was current and popular among a very large and influential class; whose influence was yet further increased by the fact that they were, until very lately, the only possible instruments of carrying on the administration. It is, perhaps, of one reason for the slow progress, too, of English education; that its advocates have somewhat unduly and, as the people felt, unjustly depreciated the culture which was familiar and endeared to the popular mind.

Be this, however, as it may, there can, I think, be no doubt from the evidence of those who are best qualified to judge that a very strong desire for western education has recently made itself felt in the North-Western Provinces, but that it is checked and retarded by the condition which virtually makes the English tongue the sole medium of such education, a result which practically follows mainly from the present scheme of University teaching.

It might be even fairly asked whether we should be justified in insisting on the maintenance of a condition of this kind, the effect of which is to hinder materially the progress of education, and to deprive large numbers of its benefit, even if the result of any relaxation of existing rules were to be a discouragement more or less to the study of English. But it may, I think, be confidently expected that no such result will ensue. The desire for information and education once

*The material advantages which a knowledge of English confers should not be forgotten. It is already almost an absolute condition of high official advancement, and will soon, perhaps, be almost equally indispensable in matters of commerce.

encouraged will satisfy itself, I have no doubt, where alone it can be fully satisfied at all, in the study of English Literature* and of English Science, and I believe that a marked stimulus will thus be given to the study of English, more particularly if, as I shall proceed to suggest, a good knowledge of English is made a necessary condition to the attainment of Honors and of the higher degrees. Should the proposals which I shall have the honour presently to submit be adopted by the Syndicate, I shall be very much disappointed, indeed,

if the result is not very shortly seen in a large extension of English education in the North-Western Provinces.

What I have said above chiefly has relation to that part of the Lieutenant-Governor's proposals which deals²⁹ with furtherance of education by means of the vernaculars. As regards the encouragement of the study of the Oriental Classical languages, I argue with the more confidence inasmuch as the University has, in fact by recent changes, to some extent, acknowledged the necessity for such a measure.

If the standard of education among a people is greatly raised, their language must feel the effects of the movement, a literature both scholastic and general will arise, and the language will expand and fit itself to meet the requirements of this literature in a way which the natural genius, character, and affinities of the language itself will mainly determine.

There can be little doubt that the source from which the greatest additions to the Vernaculars of this side of India must be derived are the Classical languages of the Eastern world. Experience has already demonstrated this; there can be no doubt, for example, that modern Oordoo has enriched itself and is daily enriching itself from Arabic and Persian sources. Indeed, the Lahore Committee on examination books, recently spoke in strong condemnation terms of modern Oordoo on that very ground. On the other hand, Bengalee, I am assured, has, within the last thirty years, enormously increased its Sanscrit element, and has mainly rejected what it used to contain of Persian and Arabic to the very great improvement of the language. Personally, I have no knowledge of Bengalee, but I have heard this assertion repeated more than once, both by Native and European scholars. If these facts be undisputed, then they point very strongly to the free encouragement of the critical study of the classical languages as an accompaniment of a general advance in Vernacular education, the critical study, that is, in contradistinction to the cumbrous and unprofitable mode of studying them which is indigenous, and which is calculated (perhaps purposely as regards Sanscrit) to repel rather than to aid and encourage the student.

If, however, I fully understand the arguments of those who oppose all encouragement to the study of the Classical languages of India, they are adverse to giving any facility for improving the Vernaculars, partly because of their diversity, partly because they hope to see the English language the language of learning in India enriching, and perhaps, at length, assimilating the Vernacular language by additions from its own wealth of expressions.

But if any vernacular continues to exist, as no doubt it will always, the result of imparting more fully general knowledge and instruction must be, as has been indicated above, to improve, enrich, and expand it, and this process will certainly be guided by natural laws, the ultimate result of which may be uncertain, but which the utmost endeavours of Government will have little power to control artificially. How much this is the case, and how little chance English has of becoming the "learned language of India," may be gathered from the recent progress of the Bengalee language already cited. The last thirty years, during which it is said to have been enriching itself so largely from Sanscrit sources, has been precisely the period in which enormous efforts have been made at great expense and with remarkable success to spread English education in Lower Bengal. It is not, perhaps, too much to say that the really good English scholars in Bengal have, during all this period, been, out of all proportion, more numerous than the Sanscrit scholars, the study of which language has received, indeed, but poor encouragement; and yet, while a very great number of words have been fully adopted from the Sanscrit, it may be questionable if a single English word has been naturalized in Bengalee; and yet modern Bengalee literature is, beyond doubt, largely indebted to English models and to English Science.

It seems probable that nothing would make English the "learned language" of India, short of its compulsory enforcement as the sole medium of all education (except purely elementary education), and of judicial and other official business. Possibly not even this would suffice, and yet merely to insist on it as the vehicle of conveying education would, as has been seen, debar a large number, possibly even the majority of those who seek education, from pursuing it to any length, and this would surely be most unfair and unjust as well as impolitic. In fact, the mere political disadvantages of such an endeavour to compel the use of English would enormously outweigh the advantages which could be gained by its success, for these at best are remote and dubious.

While therefore I think that a long period of time, so long that it is useless to speculate about anything beyond it, English must be an indispensable constituent of all higher education in India, nevertheless I agree with Sir W. Muir in believing that the standard of teaching in the Vernacular should be considerably, though gradually, raised above the standard which now exists, and that simultaneously more encouragement should be given to the study of the classical languages of India.

As regards the first, I would only propose, certainly at present,

that examinations for the Entrance Examination should be optionally conducted in the Vernacular.

I would not, I think, relax the rule which requires a Bachelor's Degree as a condition of taking honors in the Oriental languages. It will, I think, be sufficient encouragement to give in all the examinations a somewhat higher value to the marks in these languages, and to permit them to be substituted for English in the *Entrance Examination* only. The reasons for which I would suggest these two steps which I admit may at first sight appear anomalous is this. As has been said, a very large number of students are deterred by the enforced necessity of learning English from coming at all within the sphere of European teaching. They go on in the old groove which is unimproved, and almost unimproveable. This is specially the case in Upper India with the Mahomedan population, and I need hardly say that the result is an unmixed political evil.

But if it were possible for students to pass by any acknowledged University standard, even the lowest, without the condition of learning English, I feel certain that a very considerable number of those now excluded would in other respects fit themselves for the examinations.

To replace, however, even the bare intellectual training which results from the study of English, some substitute must be found, and I feel assured it will be best found in the substitution of a higher standard of teaching in the Oriental classical languages.

Briefly, therefore, I would propose that the Entrance Examination be held optionally in the Vernacular, and optionally also the languages to be taken up should be English, one Vernacular, and one Oriental classical language as at present, or one Vernacular and a higher standard of attainments in either Sanscrit or Arabic. I believe, I may say, that some such scheme as this has been in times recommended by each of the present Directors of Public Instruction in the Punjab, North-Western Provinces, and Oudh. There are, I am aware, physical difficulties in the way of giving effect to these proposals, and it would, I dare say, be five or six years before much advantage was taken of them. The preparation of books for higher standards of Vernacular teaching, and the introduction of such teaching into schools, would take some time. But as regards books, I may say with some confidence that a very little management would soon produce them in ample numbers to supply the demand. The Alighur Society and other similar societies, especially one at Lucknow, would, I have reason to know, give active aid. There are persons qualified for the task of translating, adapting, and preparing books in greater numbers than would be at first suspected; such, for

example as some of the superior Native officers of the Educational Department who have retired upon pensions, and I believe that a very little encouragement on the part of Government, such as certainly Sir W. Muir would always be ready to give, would suffice to produce all that is needed in this respect.

Examiners might be more difficult to find. Still, even now, it would not be impossible, the field of selection, indeed, might be somewhat limited at first, but this difficulty would gradually grow less and less.

The Lieutenant-Governor is, I believe, quite ready to raise the standard of teaching in the Vernacular as rapidly as can be done up to the standard of the First Entrance Examinations, and I have no doubt that if the University adopts some such course as that I have indicated above, a very few years will see a large advance in Vernacular, and I believe also in English education in Upper India.

In venture, therefore, to commend these proposals to the favourable consideration of the Syndicate, feeling very confident that if carried, they will greatly extend the influence of the University and increase its popularity, and that they will very materially accelerate the progress of European education especially among classes who have held aloof from it, and whose alienation is a great misfortune both to themselves and to the interests of good administration, and a serious hindrance to the social improvement of the country.

[Home-Edn A Progs, 13 August 1870, No. 11; University of Calcutta Minutes, 1869-70 (Calcutta, 1870), pp. 66-84.]

19

Syndicate of the Calcutta University invites opinions on the Minute by Edward C. Bayley, Esquire, Vice-Chancellor of the Calcutta University, relating to the modifications in the Calcutta University system proposed by the Government of the North-Western Provinces.

EXTRACT from the Proceedings of the Syndicate of the Calcutta University, dated the 19th February 1870.

85. With reference to the discussions at the Meetings of the Syndicate, on the 8th and 22nd January⁸⁰, on the questions raised by

His Honor, the Lieutenant-Governor of the North-Western Provinces, and by the Minute of the Vice-Chancellor, it was resolved—that the following letter be addressed to the Lieutenant-Governors of Bengal, North-Western Provinces and the Punjab, and the Chief Commissioners of Oudh⁸¹ and the Central Provinces.

Sir,

I am desired by the Vice-Chancellor and Syndicate of the University of Calcutta to request that you will lay before His Honor the Lieutenant-Governor the enclosed copy of a Minute by the Vice-Chancellor, as regards the proposals which the Lieutenant-Governor of the North-Western Provinces has made to the Government of India for giving to those interested in education in the Upper Provinces a more direct influence in the Councils of the University, and for the better encouragement of vernacular education.

2. The Lieutenant-Governor will perceive, that although the measures proposed in the enclosed Minute do not entirely coincide with those sketched by His Honor, that they at least tend in the same direction.

3. The Syndicate approve generally of the ends proposed to be attained, but, before recommending any definite measures for adoption to the Senate of the University, they would be obliged if His Honor would submit them to the Chief Educational Officers of Government and to any other gentlemen who take an interest in education in the North-Western Provinces, or whose opinion the Lieutenant-Governor may think of value. The Syndicate is desirous of receiving the replies of these gentlemen as soon as may be practicable; and will be further obliged by an expression of His Honor's views likewise upon the same subject. Copies of the Vice-Chancellor's Minute are sent separately for circulation.

Confirmed.

E. C. Bayley,
Vice-Chancellor.

J. Sutcliffe,
Registrar.

[University of Calcutta Minutes, 1869-70 (Calcutta, 1870), pp. 109-110.]

Chief Commissioner of Oudh concurs with the views expressed by the Director of Public Instruction, Oudh, on the points raised in the Minute by Edward C. Bayley, Esquire, Vice-Chancellor of the Calcutta University, relating to the modifications in the Calcutta University system proposed by the Government of the North-Western Provinces.

FROM H. B. Harington, Esquire, M.A., Officiating Secretary to the Chief Commissioner, Oudh, to the Registrar of the Calcutta University, No. 2181, dated Lucknow, the 7th May 1870.

In reply to your letter No. 1459, dated 21st February ³², forwarding for opinion a proposal for extending the influence of the Calcutta University to the Upper Provinces, I am directed to submit the accompanying copy of letter from the Director of Public Instruction, Oudh, No. 1921, dated 22nd March, and to state that the Chief Commissioner concurs generally in the views taken therein.

2. There can, the Chief Commissioner thinks, be no doubt that there is in the Native mind an increasing capacity for the assimilation of European ideas, and that this is now cramped by the absence of a literature at once intelligible and satisfying.

3. The growth of such a literature seems to be the preliminary and practical question at issue; and Mr. Davies is disposed to agree with Mr. Handford in thinking that much will be done towards its solution, if a constant and sufficient demand for Vernacular adaptations of European works can be created.

4. The modifications in the University Examination tests proposed by the Vice-Chancellor appear well calculated to cause such a demand. Into these it is unnecessary for Mr. Davies to enter at length, but Mr. Handford's suggestion that, without going so far as to do away with the necessity of taking up English as a language at the Entrance Examination, Vernacular tests might be exclusively applied to what he calls the University Middle Class School Examination. The Chief Commissioner thinks that great encouragement would thus be given to the town schools throughout Upper India, without depreciating the study of English allowed on all hands to be pre-eminently desirable as the condition of the highest University Honors.

5. Mr. Handford's remarks also as to the anomaly of employing English as the medium of examination of the Native students are approved by the Chief Commissioner. The facilities for doing away with it will increase in proportion as European Literature and Science come to pervade the Native mind.

6. Mr. Davies is furthermore of opinion, that it would be an economical plan to assign some portion of the Educational Budget to the maintenance of a permanent staff of translators and compilers. He prefers this arrangement to offering rewards as the choice of both the works to be rendered into the Vernacular; and of the men competent to deal with them could then be subjected to the most intelligent control.

No present orders.

[Home-Edn A Progs, 13 August 1870, No. 11.]

ENCLOSURE IN DOCUMENT 20

Director of Public Instruction, Oudh, submits his views on the points raised in the Minute by Edward C. Bayley, Esquire, Vice-Chancellor of the Calcutta University, relating to the modifications in the Calcutta University system proposed by the Government of the North-Western Provinces.

FROM W. Handford, Esquire, Director of Public Instruction, Oudh, to the Officiating Secretary to the Chief Commissioner, Oudh, No. 1921, dated Lucknow, the 22nd March 1870.

I have the honor to acknowledge receipt of your Docket No. 887, dated the 1st instant³³, requesting my opinion on the measures proposed in a Minute by the Vice-Chancellor of the University of Calcutta, for extending the influence of the Calcutta University in the Provinces of Upper India.

2. Before discussing the changes proposed, I would respectfully offer a few remarks on the cause of the scanty results obtained by

the University in Upper India as compared with Bengal. I do so because I humbly think that, whether changes be or be not desirable on other grounds, it can scarcely yet be said that the present system has failed, the truth being that it has not yet had a fair trial.

3. When the University was founded, Bengal was in a great degree prepared for it. That Province had been long under British rule. There was and had been for many years a large European Community in and about Calcutta; numbers of Natives had attained a knowledge of English; schools were numerous, and had been a long time in operation. Hence a very respectable number of students were ready to pass the Matriculation Examination at once. Again, it should be remembered, that before the University commenced operation, a generation of English-speaking fathers had arisen in Bengal who sent their sons to English schools as a matter of course. Add to this the well-known fact that in Bengal the efforts of Educationists have been mainly devoted to the promotion of higher education, and that money has been unsparingly expended there on English Schools and Colleges, and it can scarcely be a matter of surprise that in a Province so well-prepared and so liberally-dealt with, results should in the early history of the University be so much more favourable than elsewhere.

4. On the other hand, what is the history of Education in Upper India? When the University was established, a beginning had scarcely been made. In the North-Western Provinces there were Colleges at Benares, Agra, Bareilly, and Delhi, but they stood alone in a general waste of ignorance. The Punjab and Oudh had recently come under English rule, and Education of any kind had yet to begin. In fact, whilst in Bengal, the University found the requisite machinery already at work, in these Provinces it had to be created. Then consider the subsequent history of Education in Upper India. In Oudh, the Education Department was formed only six years ago, and in the Central Provinces only a few months earlier, in neither has there been time to do more than lay the foundation for higher education. In the North-Western Provinces, though great efforts have been made during the last 15 years to promote primary education, little attempt was made to increase the number of *Superior* Schools, the Colleges remained, but Zillah Schools, which ought to feed the Colleges, were only organized two years ago. In the Punjab, Zillah Schools were founded soon after the mutiny, but it is impossible to produce University results in a country unprepared for it in the course of a few years.

5. The facts imperfectly sketched above will, I trust, explain the comparative fewness of the candidates for University Degrees in these Provinces in past years. I would respectfully add, that I believe the future to be hopeful. Every where throughout Upper India, Zillah and other superior schools have now been established and all are looking to the University Entrance Course as their goal. If a sufficient supply of teachers is allowed, all these schools will, doubtless, in a few years send up candidates to the Entrance Examination and thenceforth a constant stream of under-graduates will flow to the Colleges. The first few years of educational work in any part of India must necessarily be slow. When a generation that have been even imperfectly taught grow up, the greatest difficulty has been overcome, and progress will then be rapid. Perhaps the same thing might be said of other countries. It seems to be a general law that up to a certain point in the educational history of a country, schools have to create a demand for learning, not merely satisfy a demand already felt.

6. From what has been said above, it will appear that I do not think the shortcomings of Upper India can be traced to any defect in the University itself either as regards the composition of the governing body or the mode of examination. I also believe that even if no changes were made in the present arrangements, the number of candidates for University Honors would rapidly increase. Perhaps, I may further be permitted to express my conviction that the University is now exercising a powerful and very salutary influence on education in these Provinces. It has given a direction to the studies of all English schools; it holds up to every teacher and pupil definite standards of attainment, and rewards those who reach them by conferring honors which are regarded with the greatest respect. It will be seen below, that I would recommend more liberality in regard to the Vernacular languages, with a view to make the University act more directly on the primary education of the people; but it would be unfair not to acknowledge that, so far as English schools are concerned, the present system is doing great good.

7. The changes proposed in the printed paper enclosed in your docket are three-fold; and refer to (1), the governing body of the University; (2), the encouragement of the Oriental Classics; and (3), the use of the Vernacular languages. I beg with much deference to submit a few remarks on each.

8. I have already expressed my belief that Natives of Upper India value the Calcutta University Honors highly. I doubt whether

Degrees conferred by a University at Allahabad would, at any rate for some years, be valued so much. It seems, however, to be generally admitted, that a new University is not at present required; and meanwhile the Vice-Chancellor's proposal for giving to Educationists in the Upper Provinces a voice on the deliberations of the Senate would, I think, completely satisfy all the circumstances of the case. Sir William Muir's proposal for a Branch Convocation for conferring Degrees will, no doubt, meet with the careful consideration of the Senate. The Lieutenant-Governor has, doubtless, estimated correctly the effect produced on the minds of young men, especially upon young men in India, by the stately ceremony of the University Convocation, and there is no apparent reason why this stimulus should be lost if it can be conveniently afforded.

9. *The Oriental Classics*—The University requires one classical language in addition to English in both the 1st Arts and B.A. Examinations. A student after passing these tests may then, if he has a taste for language, take Honors in either of the Oriental Classics, devoting himself to that subject alone. Complaints have, from time to time, been made that it is a hardship to refuse to give Honors in Arabic or Sanscrit to persons who have not previously studied the English Course of the B.A. Degree. I must confess that I do not think so. Sir William Muir very truly says, that it is not only high scholarships that should be promoted—"rather it is scholarship of a kind that shall benefit the nation by raising its intellectual and moral standard and conduce to its material and social development." This, the Lieutenant-Governor goes on to show, can at present only be obtained through a knowledge of English. He thinks, however, a sufficient knowledge of English has been attained by a student who passes the 1st Arts Examination; but here I venture, though with much deference, to differ from His Honor. It would, I think, be a mistake to cut short a student's English studies after advancing so far, or to encourage him to *give himself up entirely* to the study of Arabic or Sanscrit learning till he had more thoroughly fortified himself with the progressive and liberalizing spirit of Western Science. I should not write in defence of retaining English in the B.A. Examination, as a compulsory study, were there any Vernacular Literature at all equivalent to English in its liberalizing tendency; but it must be remembered, that if a student ceases to read English at the 1st Arts stage, he ceases to have recourse to the only source whence he can draw strength and incentive to progress. However graceful may be Arabic or Sanscrit poetry, and, however subtle the oriental systems of Philosophy, experience has, I think, shewn that neither is successful in liberalizing and expanding the mind, in

opening it to the reception of truth from all sides, and in nerving the student to cast off the yoke of custom and caste.

10. Sir William Muir truly remarks that "the great want of the people is a Vernacular Literature." I venture to submit, however, that it is not to deep Arabic and Sanscrit scholarship that we must look for the growth of a vigorous Vernacular Literature, but rather to minds well filled with Western ideas, possessing a moderate acquaintance with the parent languages of the country and a thorough mastery of the Vernacular as a medium for conveying instruction. The Vernacular Literature of Bengal is, I believe, now much superior to that of any other Province in India, and it is, I think, fair to attribute its growth to the rapid spread of English education. Give our students a liberal course of English and so bring them into direct contact with a never-failing source of new and progressive ideas: at the same time let care be taken that they are trained to write freely the Vernacular of their Province; add a grammatical knowledge of the parent language: and then, whenever a sufficient impulse is given, whenever circumstances arise creating a strong desire to influence the masses, those who have the ideas and are masters of the medium by which they can be communicated, will most certainly write.

11. *The use of the Vernacular in the University Examinations*—The importance of higher education can scarcely be over-rated, but the primary education of the masses is, if possible, still more essential to the welfare of the country. Now, as the masses can only be reached through the Vernacular languages, it becomes most important to enquire if the University does all that is practicable to develop a Vernacular Literature. I respectfully submit it does not. In other countries whatever place is assigned to foreign languages, ancient or modern, the Vernacular is the medium of examination in Science, Philosophy, and Mathematics, not so in India; the University here altogether ignores the Vernacular in the higher examinations, and only tolerates it as an alternative to a Classic in the Entrance. A Native of India might, in fact, perfectly well go through the whole University Course and take the highest Honors without knowing any Vernacular language at all. Now, this is manifestly not a natural arrangement. It was adopted because there were no Vernacular books on the subjects taught by the University; but it is plain that so long as the University ignores the Vernacular in their examinations, one great stimulus to Vernacular authors is wanting. It seems, therefore, most desirable in the interest of primary education, that the University authorities should unmistakeably shew a readiness to use the Vernacular as the

medium for examining so soon as books become available. Now there are books in Urdu and Hindi sufficient to enable students to pass the Entrance Examination Standard in Mathematics at least, and perhaps in Geography and Indian History: moreover, it may, I think, be hoped that if the practice of examining in the Vernacular were once commenced, the stimulus given would soon lead to the production of better books. The difficulty is in making the beginning, but it appears to me that the first step is now practicable.

12. The Vice-Chancellor proposes to take this step. If I apprehend his proposal aright, it is to allow candidates at the Entrance Examination the option of either (1), passing the whole examination as now in English, taking a Vernacular or Classic as his "second language," or (2), of passing the whole examination in a Vernacular, taking a Classic as his second language. The second course excludes English altogether, and this is more than I should have ventured to propose at present, because it makes the Entrance Examination cease to be a step to the higher standards. A student who passes the former without any knowledge of English would find it impossible to go on to the 1st Arts Examination which is conducted altogether in English, the University would to him not begin only but also end at the Entrance. On the other hand, there is no doubt, I think, that the Examination proposed would in time be a powerful stimulus to higher class Vernacular Schools: it would give them a standard to work up to, and I have no fears but that the necessary books would soon be forthcoming. If the Senate adopt the proposal, we should at once in Oudh set ourselves to adapt our Vernacular course of studies to the requirements of the University, and in a few years our town Vernacular schools would send up candidates. I consider the gain to primary education would be great, and that this quite outweighs the objection above referred to; the latter might, indeed, perhaps be altogether removed if the examination were not at present called the University Entrance Examination but the University Middle Class Schools Examination after the example of similar examinations held by the Oxford and Cambridge Universities.

13. I am not sure whether the Vice-Chancellor's proposal includes provision for a 3rd course in addition to the two noted at the beginning of the last paragraph, I mean that of using the Vernacular as the medium of Examination in History, Science, and Mathematics whilst examining in English as a language. This is the course I have hitherto ventured to advocate, and which I think might gradually be adopted. No doubt it would be necessary to proceed very cautiously, beginning with the Entrance Examination, and perhaps

with only a portion of the subjects, and in only certain Provinces. To commence with candidates for the Entrance Examination, although professing English as a language, might be allowed to pass their examination in Mathematics and Geography, in Oordoo, Hindi or Bangalee if they preferred one of these languages to English. History might be added hereafter, if the scheme works. After a number of years, the First Arts Examination might be similarly dealt with, and eventually the B.A., but of course not till the Vernaculars are enriched by suitable works. To carry out a scheme of this kind, the University must adopt some plan of keeping themselves informed of the progress made in the Vernacular literature of the several Provinces, adopting suitable books for text-books as they become available. The University would thus, most effectually, encourage Vernacular authors; for a book once adopted by the University would find a ready sale, and unless, I am much mistaken, the want of purchasers is just now the great reason why so few good Vernacular books are written.

[Home-Edn A Progs, 13 August 1870, No. 11.]

21

Government of the North-Western Provinces communicate their observations on the points raised in the Minute by Edward C. Bayley, Esquire, Vice-Chancellor of the Calcutta University, relating to the modifications in the Calcutta University system proposed by that Government.

FROM C. A. Elliott, Esquire, Officiating Secretary to the Government, North-Western Provinces, to J. Sutcliffe, Esquire, M.A., Registrar of the Calcutta University, No. 2725A, dated Nynce Tal, the 27th June 1870.

I am directed to acknowledge the receipt of your letter No. 1462, dated the 21st February last³⁴, with which you forward a Minute by the Vice-Chancellor of the Calcutta University, on the subject of a proposed modification of the University system for the North-Western Provinces.

2. In reply I am to say that the officers named in the margin, who were deemed the most competent to advise the Government on

Mr. M. Kempson, M. A., Director of Public Instruction,
North-Western Provinces.
Mr. Deighton, Principal, Agra College.
Mr. Sime, Professor, Agra College.
Mr. Reid, Board of Revenue.
Hon'ble C. A. Turner.
Mr. Hume, C.B.
Mr. Griffith, Principal, Benares College.
Baboo Siva Prasad, C. S. I., Joint Inspector of Schools.
Mr. M. S. Howell, C. S., late Officiating Inspector of Schools.
Mr. Templeton, Principal, Bareilly College.
Mr. Harrison, Professor, Bareilly College.
Mr. Jardine, Professor of Law.
Reverend C. E. Vines, Principal, St. John's College, Agra.
Mr. C. A. Elliott, B. A.

the important
topics raised
by the Vice-
Chancellor,
having been
consulted,
their replies
are now for-
warded for
submission to
the Senate.

3. Before entering on the discussion opened up by Mr. Bayley's paper, the Hon'ble the Lieutenant-Governor would express his gratification that the Vice-Chancellor has so readily and fully admitted the special wants and requirements of these Provinces, and the obligation devolving on the Senate to do what is practicable to meet them, and also that the Senate itself has taken the question so promptly in hand.

4. The opinions now forwarded will be found to contain much that is suggestive—the result evidently of earnest thought on the part of those who are best qualified by a knowledge of the subject, and many of them, by long experience, to offer practical and valuable advice.

5. On the questions advanced, I am now to furnish you with the views of His Honor the Lieutenant-Governor.

6. First, on the proposed establishment of a branch of the Senate at Allahabad.

7. His Honor's sentiments on this subject have been so fully and accurately interpreted in the majority of the papers now submitted, that little remains to be said upon it. I am to refer especially to the Minutes of the Officiating Chief Justice, Mr. Turner, Mr. H. S. Reid, Junior Member, Sudder Board of Revenue, Mr. C. A. Elliott, Officiating Secretary to Government, and to the letter of the Director of Public Instruction. The object in view of the Lieutenant-Governor was distinctly stated, in paragraph 10 of Mr. Simson's letter of the 6th May 1869, to be "the delegation by the Senate of authority for Fellows (resident in the North-Western Provinces) to meet at Allahabad, for the purpose of consultation and of advising the Senate in all matters regarding the North-Western Provinces;"

and, although it was suggested that the conduct of the local examinations might be committed to this branch of the Senate, it was added that, "upon their report, the Senate would proceed to grant its degrees." Thus it is clear that no separate or independent authority was contemplated. Indeed, no such authority could be exercised without a change in the law, since Section 10, Act II of 1857, lays it down that all questions "shall be decided at a meeting of the Senate by the majority of members present;" and the Lieutenant-Governor distinctly stated that what was suggested by the Government, North-Western Provinces, could (as he conceived) be attained under the existing law.

8. So far, then, as the objections apprehended, in respect of this proposal, by the Vice-Chancellor are concerned, it is hoped that the explanation now offered may obviate them. His Honor entirely shares the opinion of those who hold that the ascertainment of individual opinion from Fellows scattered in various parts of the Provinces will not answer what is required. What is needed is an organized consultative body, which can meet periodically, discuss the various questions affecting the special wants of this part of the country, reconcile divergent opinions, and offer, in a mature and complete form, the final result of their deliberation. Such advice coming from a body charged with these responsible functions, would evidently carry far more weight and possess a higher intrinsic value than the separate notes and suggestions of individual fellows.

9. On this head, therefore, I am to say that the Lieutenant-Governor adheres to the original proposal.

10. On the second suggestion for the holding of a convocation at Allahabad, His Honor cannot add anything to the views expressed in the enclosures of this despatch.

11. On the third, for lowering the English standard in favor of those who seek for honors in Oriental literature, I am desired to say that Sir William Muir concurs generally in the views advanced by Mr. Kempson.

12. The object to be aimed at in the conferment of scholastic distinctions is to advance the nation in science, arts, and morals. For this end individual merit is rewarded by appropriate honors; but a higher and larger purpose than mere individual distinction is intended, namely, the development of a body of scholars who shall have passed through such a discipline as will best qualify them to influence their countrymen for good, and thus render them effective agents in raising the moral sense and intellectual culture of

the nation. And for this end familiarity with Oriental learning and indigenous modes of thought is indispensable.

13. An Indian youth, educated from childhood in Europe, may return to his native land with all the accomplishments of a University training, and yet, equally with the foreigner, lack the aptitude for influencing his countrymen. This would be an extreme case. But the same defect may, in greater or less degree, be witnessed every day. Knowledge is communicated to our students through a foreign medium, explained by foreign illustration, and inculcated by foreign maxim. Their habits of thought choose channels strange and uncongenial to the Native mind. There are few common points of system or idea between our scholars and the people, and little sympathy of intellect. Their mind has set in an alien mould. The tree long trained in another direction will at last refuse any approach to its natural bent.

14. But not only so; this system must tend to check development. If the medium of explanation and illustration be foreign, the range of the learners' ideas becomes limited and confused. New ideas are explained by foreign phrases, imparting probably ideas equally unfamiliar. Precision of thought and the play of imagination are thus sacrificed or seriously impaired. It is easy to conceive how limited and imperfect would be the range of an English boy's ideas whose learning was communicated solely through the medium of Latin or of Sanscrit. If teaching be not in the language in which the pupil thinks, and illustration by objects and associations with which he is conversant, intellectual development becomes dwarfed and stunted.

15. These are the principles which have guided the Lieutenant-Governor in the proposals submitted to the Government of India.

16. In the first place he sought that encouragement should be given to the acquisition of Oriental learning on the ground-work of an English education. Believing it to be beyond the reach of ordinary students to achieve great proficiency in Oriental studies *pari passu* with the continued study of English literature, His Honor would wish to see only the ground-work of the latter insisted upon. That once laid, the key of knowledge has been gained, and an effectual corrective against the unscientific processes and puerilities of Oriental literature. To secure an Oriental training, it appeared, and still appears to His Honor that the test of English literature might be dropped after the second examination. The student would thus be free to devote his undivided energies to Oriental literature. The tests in history from some English text-book might, however, be retained as suggested by Mr. Kempson.

17. The proposal by the Vice-Chancellor to dispense with English at the Entrance Examination is open to the objections taken to it in most of the enclosures. The concession would not be availed of by those who have learned in English; and those who have not learned in English at the age in question would then be too old to take up the study.

18. His Honor is in favor of vernacular examination where the provision of text-books sufficiently admits. This would be the case to a large extent in Mathematics and Algebra; probably as yet in no other branch. But the Lieutenant-Governor, for the reasons already given, is strongly in favor of the rendering an explanation of English studies being allowed in the vernacular. As urged by Mr. Kempson, and as attempted to be shown above, explanation and illustration should at the time of teaching be in the youth's own language; and examination should follow the same course.

19. The Lieutenant-Governor also concurs with the Director of Public Instruction in holding that, after a certain point in the University Examination, the student should be allowed to take up for honors branches of Oriental literature bearing on Logic and Ethics. The study of these would be an equal test of mental activity and power with that of European authors; while it would familiarize the student with the modes of Oriental thought and argument, improve his style, and enrich his vocabulary. Honors might even be given for profound acquaintance with certain of the Oriental Historians,—a class which Mr. Kempson thinks we should avoid. The Persian Historians of India might be studied with advantage; and although in some of its aspects Arabian History does not furnish the political lessons it may be most expedient to put before the Mussulman student, yet the objection may be overstrained. There are chapters from the pen of Arabian Historians, than which few others (His Honor is disposed to think) are more suitable for the Indian student. Those, for example, which tell of the conquest of Sicily and of Spain by the Moors, and of their eventual expulsion, and which have engaged the labors of such scholars as Amari and Dozy, would have the special benefit of showing at what points the history of the East touches that of the West, and the study might even lead the scholar on to a wider application of his critical canons, and to test by them the vast confused mass of myth, fact, fable, and fiction which he is at present taught to regard as history. Sir William Muir can think of no object more worthy the labors of an Indian University than thus to rouse the people from their dreamy notions of the past, and so lead them on to the recognition and study of real history.

20. To advise the means by which such objects might be attained, would be one of the duties of the Allahabad Branch Senate. And I am, in conclusion, to say that the movement that has recently taken place in these Provinces towards the establishment of a Central College at Allahabad would, His Honor hopes, materially aid any project of the kind now advocated which the Senate may be pleased to entertain. That important and growing city now offers the materials for a strong and capable College Council, and the members of the same might be utilized for the purposes of the University, both as a consultative and examining body, by being appointed Fellows and empowered to meet as a Branch Council at Allahabad.

21. The proposals for this institution, towards which a sum of above £17,500 has already been subscribed, are now before the Supreme Government. In aiding this fund several Native princes to the west and south of these Provinces have joined, although Oudh has as yet contributed nothing to the movement.

22. It is proposed that the College buildings should embrace a hall in which convocation might fitly be held; its class-rooms would also be available for the University examinations. Connected as the institution would thus be, both in respect of its building and its Council, with the University, it might not be premature to style it an University College. And the Lieutenant-Governor looks earnestly to the Senate and Vice-Chancellor to give the project in this form the aid of their powerful advocacy.

[Home-Edn A Progs, 28 January 1871, No. 13.]

22

Calcutta University submits for the approval of the Government of India Resolutions passed by the Senate, embodying certain modifications in the University system to suit the needs of the Upper Provinces.

FROM J. Sutcliffe, Esquire, M.A., Registrar of the Calcutta University, to E. C. Bayley, Esquire, C.S.I., Secretary to the Government of India, No. 142, dated Calcutta, the 3rd January 1872.

I have the honor, by direction of the Vice-Chancellor and Syndicate, to submit, for the approval of His Excellency the Governor-General in Council, under Section 8 of the Act of Incorporation, a

series of resolutions passed by the Senate at a meeting on the 29th ultimo.

2. The following are the resolutions:

(a) That for the better encouragement of vernacular education and literature an examination in vernaculars be instituted by the University, on plan of the middle-class examinations conducted by British Universities;

(b) That a Convocation for conferring degrees upon graduates of the North-West Provinces, the Punjab, Oudh, and the Central Provinces be held annually at Allahabad.

(c) That notices of meetings of the Faculty of Arts for the discussion of all business of importance be circulated to all members, resident and non-resident, in order that any minute they may forward to the Registrar may be laid before the meeting of the Faculty.

(d) That Persian be added to the list of second languages for the First Arts and B.A. Examinations.

(e) That as a part of the Entrance Examination in Oriental languages, the examiners shall set a paper containing passages in English to be translated into one of the vernaculars of India at the option of the candidate, the passages being taken from a newspaper or other current literature of the day.

3. In January 1870 the Vice-Chancellor laid before the Syndicate a minute, in which certain proposals by the Lieutenant-Governor of the North-Western Provinces for extending the influence of the University in those Provinces were discussed. This minute was afterwards forwarded to the different Local Governments connected with this University, with a request that, after consulting the chief educational authorities and any other gentlemen interested in the progress of education, whose opinion might be thought valuable, they would submit to the Syndicate an expression of their opinion on the questions therein discussed. The minute of the Vice-Chancellor is given in the published minutes of the University for the year 1869-70, and the replies of the Local Governments are printed in the minutes of the following year. The Syndicate, after giving their best consideration to the many valuable suggestions which these papers contained, came to the conclusion that for the present the most prudent and practicable plan for the improvement of vernacular education and literature for the extension of the influence of

the University in the north of India, and for giving non-resident members of the University a voice in its deliberations, would be the adoption of the proposals embodied in resolutions (a), (b) and (c) . . . These resolutions . . . have been considered by the Faculty of Arts, and subsequently by the Senate, and by both bodies sanctioned, and they are now submitted for the approval of His Excellency in Council.

4. In connection with resolution (a) I am directed to submit for approval a copy of rules which have been framed for the conduct of the examination in vernaculars. These rules have been drawn up in communication with the educational authorities of the Local Governments, and it is believed that they are adapted, as far as possible, to suit the circumstances of each. The candidates for this examination are likely to be numbered by thousands, and some additional expenditure will be entailed on the University when the scheme comes into operation. It is intended to hold the first examination in 1873, and provision will be made in the budget for 1872-73 for the amounts estimated to be necessary.

5. A large majority of candidates for the Entrance Examination now take up one of the Oriental classics as their second language, and the object of resolution (c) is to secure due attention to the study of vernaculars simultaneously with the study of English and an Oriental classic.

Rules for the University Examination in Vernaculars

I. The examination shall commence annually on the Monday immediately preceding that fixed for the Entrance Examination, and shall be held in such places as the Directors of Public Instruction of the several Provinces may appoint.

II. Every candidate for admission to the examination shall send his application, and a fee of Rupees 3 in the Form A given below; and the application must reach the Registrar at least 60 days before the date fixed for the commencement of the examination. Each local Director shall issue rules for the receipt of applications and fees in his Province, and shall forward them to the Registrar.

III. A candidate who fails to pass or to present himself for examination shall not be entitled to claim a refund of the fee.

IV. The examination shall be conducted by means of printed papers, the same papers being used at every place where the examination is held.

V. The Syndicate shall appoint a Board of Examiners in Calcutta to set all the questions, and to determine the full marks to be given for each question. The answers shall be examined by local examiners for each Province, who shall be nominated by the Director of Public Instruction and approved by the Syndicate.

VI. The Syndicate shall place at the disposal of each Director 80 per cent. of the fees collected in his Province for the remuneration of local examiners.

VII. At the examination every candidate shall be examined in the following subjects:

I. LANGUAGES

*One of the following:**

Bengali, Urdu, Hindi, Oorya.

Two papers in each language shall be set; one paper shall contain passages in prose and verse, with questions concerning their meaning and construction, from books or periodicals; the other paper shall contain general questions on Grammar, and questions to test the candidate's power of composition. A piece of prose to be written at dictation shall also be included in this paper. (Full marks, 75 for each paper.)

II. HISTORY AND GEOGRAPHY

The outlines of the History of India treated briefly in the Hindu and Mahomedan periods, and more fully in the British period. (One paper—full marks, 50.)

The outlines of general Geography, with a particular knowledge of the Geography of India. (One paper—full marks, 50.)

III. MATHEMATICS

Arithmetic—The whole. (One paper—full marks 50.)

Algebra—As far as Simple Equations. (One paper—full marks, 50.)

Geometry—Euclid, Books I and II, with easy Deductions. (One paper—full marks, 50.)

*The Syndicate may add any other language to this list.

Candidates shall not be approved by the examiners unless they gain at least 25 per cent. of the marks allotted to each of the preceding subjects.

The candidates may also present themselves for examination in not more than two of the following optional subjects:—

- | | |
|--|---|
| (1) Sanskrit. | } The standard to be that prescribed for the Entrance Examination; each language 100 marks. |
| (2) Arabic. | |
| (3) Persian. | |
| (4) Mensuration of plane figures and simple solids. Practical Geometry. Surveying by the chain with Plane Table or Prismatic Compass—50 marks. | |
| (5) The elements of Statics, Hydrostatics, and Pneumatics—50 marks. | |
| (6) Physical Geography and the elements of Astronomy—50 marks. | |

Failure in the optional subjects shall not prevent a candidate from passing; but candidates shall not be approved by the examiners in any optional subject, unless they gain 25 per cent. of the allotted marks.

8. As soon as possible after the examination, the Syndicate shall publish a list of the candidates who have passed in three classes—the first in order of merit, and the second and third in alphabetical order. Candidates shall be placed in the first class who obtain 50 per cent. of the aggregate marks; to be placed in the second and third classes, candidates must obtain 40 and 30 per cent. of the aggregate marks respectively.

9. Every successful candidate shall receive a certificate in the Form B given below:

I am &c.

A

To the Registrar of the Calcutta University.

Sir,

I request permission to present myself at the ensuing Vernacular Examination of the Calcutta University. The admission fee of

Dated

Rupees 3 is forwarded herewith, and the particulars regarding which information is necessary are subjoined.

I am &c.,

Particulars to be filled in by Candidates

Name.

Religion.

Race (i.e., nation, tribe, &c.).

Where educated.

Present position (i.e., at school or present occupation).

Town or village where resident, pergunnah, tehsil, zillah.

Name of father or guardian.

Where to be examined.

Language in which to be examined.

Optional subjects selected.

B

CALCUTTA UNIVERSITY

Vernacular Examination Certificate

I certify that.....duly passed the Vernacular Examination held in the month of 187..in the following subjects—Bengalee, &c., History and Geography, Arithmetic, Algebra, and Geometry, and * , and that he was placed in the....class.

January 187

(Signed)

Registrar.

[Home-Edn A Progs, 31 January 1872, Nos. 1-2.]

*Add the optional subjects, if any, in which the candidate has passed.

Government of India approve the Resolutions passed by the Senate of the University of Calcutta, embodying certain modifications in the University system to suit the educational needs of the Upper Provinces.

FROM E. C. Bayley, Esquire, C.S.I., Secretary to the Government of India, to the Registrar of the Calcutta University, No. 76, dated the 30th January 1872.

I am directed to acknowledge the receipt of your letter No. 142, dated the 3rd instant, submitting for approval the following Resolutions passed by the Senate of the University at a meeting held on the 29th ultimo:

(a) That for the better encouragement of Vernacular education and literature an examination in Vernacular be instituted by the University, on the plan of the middle class examinations conducted by British universities.

(b) That a Convocation for conferring degrees upon graduates of the North-West Provinces, the Punjab, Oudh, and the Central Provinces, be held annually at Allahabad.

(c) That notices of meetings of the Faculty of Arts for the discussion of all business of importance be circulated to all members, resident and non-resident, in order that any minute they may forward to the Registrar may be laid before the meeting of the Faculty.

(d) That Persian be added to the list of second languages for the First Arts and B.A. Examinations.

(e) That as a part of the Entrance Examination in Oriental languages, the examiners shall set a paper containing passages in English to be translated into one of the Vernaculars of India at the option of the candidate, the passages being taken from a newspaper or other current literature of the day.

2. In reply, I am directed to state that these Resolutions, as well as the Rules which have been framed in accordance with Resolution (a) for the conduct of the examination in Vernaculars, are approved by His Excellency the Governor-General in Council.

SECTION IV

ESTABLISHMENT OF A COLLEGE AT ALLAHABAD AS A NUCLEUS OF A FUTURE UNIVERSITY FOR THE NORTH-WESTERN PROVINCES—MEMORIAL FROM THE MEMBERS OF THE ALLAHABAD INSTITUTE—APPROVAL OF THE SCHEME. (1869-1872).

[Documents 24-38]

Director of Public Instruction, North-Western Provinces, submits proposals for the establishment of a Central College at Allahabad as a nucleus of a future University for resident undergraduates.

FROM M. Kempson, Esquire, M.A., Director of Public Instruction, North-Western Provinces, to R. Simson, Esquire, Secretary to the Government of the North-Western Provinces, No. 1233, dated Nynsee Tal, the 31st August 1869⁸⁵.

I have the honor of submitting, for the consideration and orders of the Hon'ble the Lieutenant-Governor, a letter No. 131, dated the 23rd current, in which the Commissioner of Allahabad forwards a memorial from an intelligent body of the Native community, praying for the establishment of a College.

2. I think that this memorial is substantiated as a genuine expression of popular feeling by the subscription which has recently been raised for a suitable building. Up to date this amounts to Rs. 16,625, and is expected to increase as times improve, and as yet the Committee have not asked aid from sympathisers with the movement elsewhere. I wish particularly to point out that their efforts are not due to official influence. Early this year at Allahabad I was visited by several of the leading Native gentry, who urged the public want of a superior school, and guaranteed to provide a building with the aid of the Government. They expressed themselves confident of a certain amount being available by subscription among themselves; but thought that, if the Magisterial Officers were invited to use their influence, more money could be collected. On the other hand, they admitted that the merit of the movement as a spontaneous effort would suffer. Eventually they decided on canvassing for themselves, and the Commissioner, in consenting to preside at their first meeting, did so by invitation only as Chairman. His Honor's address in Durbar at Allahabad, on the occasion of Her Majesty's birth-day, was a further stimulant to self-exertion in the matter. Mr. Court has a high opinion of the services rendered by the leading Native gentlemen, whom he names in the final paragraph of his letter, and recommends them as deserving of acknowledgement. His own ready interest

and sympathy in the wishes of the community in this matter will not have escaped His Honor's observation.

3. The Allahabad Institute is a voluntarily formed association of the most intelligent members of the community, and may fairly claim to understand and represent local public opinion. Their memorial will be received by His Honor with satisfaction, as a proof of the interest they feel in the improvement of Allahabad as the seat of Government, and in the well-being of the population. It expresses in general terms—(1) the actual wants of the locality; (2) a feeling of regret that the capital of the Provinces should be without a high class educational institution; and (3), while admitting the reasonableness of self-exertion on the part of persons who profess anxiety for progress, it urges that the enlightenment of the day is not yet so marked as to enable the chiefs of the community to act independently of State assignments and direction.

4. The educational wants of Allahabad are at present met by the Government Zillah School in the city and a Church of England Mission School in Cannington. The former has more scholars than the sanctioned staff can teach, and has reached the Calcutta University matriculation standard. The building, though situated in the principal *chouk*, is ill adapted for the purposes of a school,* and has

*It was a *Kotwali*, no compound or other conveniences. The latter and is broken up is aided by the Government, and, though not into a quantity of small rooms. situated within the precincts of the city, is fairly attended by boys of a poorer class. Besides these two schools, there are three suburban schools,—one at the Jumna Bridge, in the premises of the American Mission, attended by poor boys from the neighbourhood; a second at Kuttra, one of the bazaar villages in Cantonments; and a third at Daragunj, where education is given gratis by Lalla Gya Pershad. None of these schools have the means of reaching a higher standard of learning than the Calcutta University matriculation test.

Secondly, the regret expressed by the memorial that the capital of the Provinces is without a high class institution is natural. Natives look much to the seat of Government, and their history shows how invariably they gather round it as a centre of attraction. The officials attached to the various Government offices are among the most enlightened of their class in the North-Western Provinces, and the recent settlements of the High Court of Justice at Allahabad has brought an important accession to their numbers.

Thirdly, as regards the principle of self-exertion admitted by the writers of the memorial, it should be borne in mind, I think, that

Allahabad is not a wealthy place. There are few commercial firms of importance; and though, as above said, the town has gained in character from the transfer of the seat of Government from Agra, it has hitherto been conspicuous only as a military stronghold, and a place of pilgrimage for Hindoos.

5. A further argument in support of the establishment of a College in this place is the consideration already set before the Government of India in your address No. 2245, dated 6th May last, to the Home Department, viz., that the time is approaching when the establishment of a new University for Upper India—the 4th University contemplated in the despatch of 1854—will demand attention. The presence of a commodious College building and working establishment will give a *locus standi* to this measure, and facilitate most materially its initiation.

6. In the hope that the considerations submitted in the foregoing paragraphs may have weight, as recommendatory of immediate action, I venture to enter upon details. Profiting by past experience, and with concurrent attention to the points urged in my memorandum (No. I., letter No. 1057, dated 7th current) on the readjustment of the establishments of the Colleges at Bareilly and Benares, I recommend strongly that the College at Allahabad should consist from the beginning of a College Department of Under-graduates, Calcutta University, and an Upper School of lads under preparation for the Entrance Examination standard, with a detached Lower School for beginners, under the Principal's eye, in succession to the present Zillah School.

This plan will not only raise the character of the institution as a College, and relieve it of inconvenient crowding by beginners, but will insensibly, as at those two towns, encourage local enterprise in the formation of branch schools as feeders in different quarters of the city,—a matter of convenience to respectable parents, who object to sending their children at an early age to any great distance from home.

7. A College Department with full complement of classes requires two Professors,—one of literature and one of mathematics, and a Moulvie and Pundit. The Upper School should have a Head Master under the Principal's orders, and a Native staff of Calcutta University Graduates and Oriental teachers. The Lower School should be under an experienced Native Master and Assistants for nursery classes. A boarding institution will be a necessary adjunct, and may be placed

in suitable buildings on the College premises. The following statement shows the outlay which with every regard to economy seems necessary, at least eventually:—

College and Boarding-house			Lower School
College Department	Upper School	Boarding-house and general expenses	
Rs.	Rs.	Rs.	Rs.
Principal and Secretary, L.C.P.I. 750*	Head Master 400	Superintendent 50	Head Master 100
Professor of Literature 500	2nd „ 200	Assistant Superintendent 25	Assistant Master 50 Assistant Master 40
Professor of Mathematics 500	Assistant Mathematical Professor 200	Librarian 40	Assistant Master 30
Moulvie 80	3rd Master 150	Writer 32	Moonshee 20
Pundit 80	4th „ 120	Servants, viz. 7 32	Pundit 20
	5th „ 100	2 Dufftries, at Rs. 5 each, Rs. 10	Peon 5
	6th „ 100	2 Chaprassies at Rs. 5 each, Rs. 10	Waterman 4
	7th „ 100	1 Bearer Rs. 4	
	8th „ 90	1 Sweeper Rs. 4	
	9th „ 90	1 Watchman Rs. 4	
	10th „ 80	Fixed Contingencies 12	
	Writing Master 30		
	2nd Moulvie 50		
	1st Moonshee 30		
	2nd Moonshee 20		
	2nd Pundit 50		
	3rd Pundit 30		
	4th Pundit 20		
Total 1,910	1,860	191	269

8. A propositional statement in the prescribed form accompanies³⁶; and as far as the estimates for 1870-71 are concerned, only the expense for the second half of that year, viz., from 1st October 1870 to 31st March 1871, needs to be provided. In the meantime the building can be erected.

[Home-Edn A Progs, 28 January 1871, No. 11.]

(i) ENCLOSURE IN DOCUMENT 24.

Commissioner of the Allahabad Division forwards memorial from the Members of the Allahabad Institute, praying for the establishment of a college in the city of Allahabad.

FROM M. H. Court, Esquire, C.S.I., Commissioner, Allahabad Division, to M. Kempson, Esquire, M.A., Director of Public Instruction, North-Western Provinces, No. 131, dated Allahabad, the 23rd August 1869.

At the request of the leading Native residents of this district and station, I have the honor to forward a memorial addressed to the Lieutenant-Governor, which I request you will lay before His Honor.

2. With the memorial I forward a list of those who have subscribed towards the erection of a College building, together with the sums subscribed in detail.

3. I have no doubt but that Sir W. Muir will be gratified by the papers herewith submitted. The movement was originated by the following Native gentlemen, who have made considerable exertion towards raising a fund sufficient for a suitable building, and an acknowledgment from His Honor of the service they have rendered to the community of Allahabad will be highly esteemed by them:—
Lalla Gya Pershad, Banker, Daragunge; Lalla Pearee Mohun Banerjee, Government Pleader, High Court; Raee Rameshur Chowdree, Government Commissariat; Moulvee Fureedoodeen, Pleader, High Court; Moulvee Hydur Hossein, Pleader, High Court.

I trust the prayer of the memorialists may receive a favourable reply.

[Home-Edn A Progs, 28 January 1871, No. 11.]

ENCLOSURE I IN (i) OF DOCUMENT 24.

Memorial from the Members of the Allahabad Institute, praying for the establishment of a college "to give higher education to their children" in the city of Allahabad.

TO His Honor the Lieutenant-Governor, North-Western Provinces.

THE HUMBLE MEMORIAL OF THE MEM-
BERS OF THE ALLAHABAD INSTITUTE

Most Respectfully Sheweth,

That your memorialists, impressed with the great necessity that the growing importance of this city of Allahabad has created for the establishment of a College in it, most humbly take the liberty of submitting to your Honor this memorial on the subject.

2. The population of this capital of the North-Western Provinces is daily on the increase, and with it the material prospects of the people are in the way of improvement. But all improvements lack in stability and weight when not infused with the life-blood of progress,—advancement in knowledge.

3. That the people of this city have of late shown an increased desire for giving education to their children, is apparent from the great number of boys that now attend the Government and Missionary Schools. It is also shown by many of its inhabitants voluntarily coming forward to aid in the fund raised, commenced in the first instance by your memorialists, for the erection of a College building here.

4. People of limited means in this city find themselves in great difficulty when they wish to give a higher education to their children. It is the want of a College in this heart of the North-Western Provinces that prevents people from acting up to such laudable wishes.

5. The very circumstance that Allahabad has now become the capital of these Provinces, and that it is making improvement in all other respects, is an argument in favour of the establishment of a College in it; for, while almost all other Provinces of British India, whether of older or later growth, gather lustre from possessing Colleges in their respective capitals, it is to be regretted that the Government of the North-Western Provinces cannot boast of a College in the heart of its capital for giving higher education to its subjects.

6. Your memorialists very well understand the worth of the principle that people should be left to themselves for carrying out such projects. But time has not yet come for putting this principle into full action. A helping hand from without, in the early part of the progressive life of a people, is extremely necessary for landing it in a stage in which it can take care of itself. That such help from outside has produced desirable consequences by leading people gradually to adopt of themselves the principle in question, is exemplified by the signs of progress shown by the elder Provinces. It is, therefore, highly necessary that the Government of these Provinces should generously take upon itself the burthen of providing for the establishment of a College in this city for the communication of a higher grade of education to its people.

7. Your memorialists, for these reasons, have thought it proper to approach your Honor with this their memorial, humbly praying your Honor to take into favourable consideration the necessity that exists for the establishment of a College in this city of Allahabad, and to remove the want felt.

And your memorialists as in duty bound shall ever pray.

ALLAHABAD;
The 15th August, 1869.

(Signed) Gya Pershad,
Vice-President, Allahabad Institute.

[Home-Edn A Progs, 28 January 1871, No. 11.]

ENCLOSURE II IN (i) OF DOCUMENT 24.

List of Subscribers to Allahabad College Building Fund.

Names of Subscribers	Amount of Subscription	
		Rs.
Pearee Mohun Banerjee	..	1,000
Hunooman Pershad	..	500
Gya Pershad		2,000

<i>Names of Subscribers</i>	<i>Amount of Subscription</i>
	<i>Rs.</i>
Ramessur Roy Chowdree	.. 1,000
Ram Kali Chowdree	.. 50
S. C. Mookerjee	.. 5
Doorgaprasaud Mookerjee	.. 8
Radha Nauth Biswas	.. 25
Mohindro Nath Doss	.. 5
Surat Chunder Mookerjee	.. 5
Aushootosh Mookerjee	.. 5
Tarnee Churn Chatterjee	.. 10
Madho Lall	.. 5
Jwala Prasada	.. 10
Tariny Churn Ghose	.. 5
Kally Dass Ghose	.. 2
Sheonarain	.. 10
Hurree Doss Mitter	.. 2
Burda Churn Banerjee	.. 2
Sheikh Fyaz Ally, Government Pleader	.. 200
Sheikh Nusseerooddeen, Talookdar, Mow	.. 200
Gholam Hossein, Deputy Collector	.. 50
Brindessuree Bux Singh, Talookdar, Chandee	.. 100
Roy Asapal Singh	.. 400
Thakoor Ujoodheabux Singh	.. 300
Moonshee Doorga Pershad	.. 25
Lalla Monohur Dass	.. 500
Shunker Lall	.. 50
Sheikh Peerbux	.. 10
Roy Damodur Dass	.. 1,000

<i>Names of Subscribers</i>	<i>Amount of Subscription</i>
	<i>Rs.</i>
Lalla Moolchund	.. 200
Moonshee Buns Gopal	.. 15
Roy Radha Rown	.. 1,000
Baboo Juggut Narain	.. 150
Kootb Hossein	.. 50
Lalla Bunseedhur	.. 100
Thakoor Dass Ditchut, Karinda of Radha Rown	.. 25
Lalla Duttee Ram	.. 150
Meer Ally Ahmud	.. 25
Sha Ussud Ally	.. 100
Moulvie Hyder Hossein	.. 250
Thakoor Sheomungul Singh, Pergunnah Kewye	.. 50
Moulvie Furreedooddeen	.. 250
Tewari Rugunath Suhoy	.. 100
Meer Boo Ally	.. 50
The Rajah of Manda, Zillah Allahabad	.. 2,000
Bunsput Singh, Rajah of Bara, Allahabad	.. 1,000
Tej Bull Singh, Rajah of Dhyah, Allahabad	.. 500
Rai Manick Chund, Phoolpore	.. 1,000
Bindesree Dutt, Mahajun, Allahabad	.. 500
Kally Dass Nundy	.. 25
Lulloo Bindessure Dutt Singh, of Burrokhur, Pergunnah Khyragon	.. 101
Tarakishore Bose	.. 250
Baboo Neel Kumul Mittra	.. 1,000
Ajoodhea Nath Pundit	.. 250
Total on 17th August 1869	.. 16,625

Pearee Mohun Banerjee,
Secretary,
Allahabad College Building Committee.

ALLAHABAD;
The 17th August, 1869.

(ii) APPENDED TO DOCUMENT 24.

Government of the North-Western Provinces approve of the project for the establishment of a college at Allahabad; but as it is of more than local significance, they desire publication of the correspondence in the Government Gazettes, in order to provide the chiefs and leading men throughout the Provinces an opportunity to support it.

FROM R. Simson, Esquire, Secretary to the Government of the North-Western Provinces, to M. Kempson, Esquire, M.A., Director of Public Instruction, North-Western Provinces, No. 1517A, dated Nynce Tal, the 8th September 1869.

I am directed to acknowledge receipt of your letter No. 1233, dated the 31st August, submitting, under cover of a letter from Mr. Commissioner M. H. Court, C.S.I., an address from the residents of Allahabad, in which is contained their prayer for the establishment of a College at the Capital of the North-Western Provinces.

2. The object is one which the Lieutenant-Governor himself has had at heart now for some time, and His Honor therefore cannot but feel highly gratified at the substantial support thus accorded to it.

3. The address is signed by 55 persons, who have subscribed nearly Rupees 17,000; and the Lieutenant-Governor agrees with Mr. Court and yourself that it represents the popular voice of the influential and leading inhabitants that an institution of the kind proposed is a real and pressing want at Allahabad.

4. His Honor also agrees with you in thinking that the proposal possesses a special significance and importance in view of the projected institution becoming eventually the basis on which a University for these Provinces may be founded.

5. The Lieutenant-Governor is further of opinion that, besides providing the means of a higher education to the Native students of these Provinces, the proposed College may appropriately afford similar facilities of pursuing a University career to the English scholars of our European Schools, for whom there exist, at the present time, no such opportunities.

6. His Honor does not doubt that the Supreme Government will appreciate the movement and sympathize with the desire of the

memorialists, and that imperial aid will not be wanting in carrying it into effect.

7. But as the project is not merely local, but aims at eventually supplying a want felt by the whole of these Provinces, the Lieutenant-Governor is desirous, before addressing the Governor-General in Council, that the Chiefs and leading men throughout the country should have the opportunity, if they desire it, of showing their interest in the proposal, and of giving it their countenance either in the shape of general contributions or of scholarships or endowments for any oriental or other special purpose. With this view the correspondence will be published in the English and Oordoo Gazettes. The Lieutenant-Governor feels no hesitation in taking this step in the full persuasion that the value of the institution will readily commend itself to all.

8. When you have ascertained the result, you will report it for the further action of this Government.

9. To evince the interest which the Lieutenant-Governor personally feels in the project, I am to request that you will put down His Honor's name for a contribution of Rupees 2,000.

10. The Lieutenant-Governor heartily joins with Mr. Court and yourself in recognizing the service rendered by the gentlemen who have originated this movement. This has been already publicly acknowledged at the Durbar held on the Queen's birthday. And His Honor now requests that you will again convey the thanks of Government to Gya Pershad, Vice-President of the Allahabad Institute, to Lalla Pearee Mohun Banerjee, to Raee Rumesur Chowdhree, and to Moulvies Fureed-ood-deen and Hyder Hoosein, for their exertions in this matter.

11. With the view of encouraging further effort, and inviting further aid, the Lieutenant-Governor would be glad to constitute the above gentlemen a College Committee and to add the following names:—Messrs. J. F. D. Inglis; M. H. Court, C.S.I.; H. S. Reid; J. C. Robertson; W. Walker, M.D.; W. Tyrrell, B.A.; if they will accept the office; and perhaps the Hon'ble Mr. C. A. Turner, who has shown himself so justly alive to the educational wants of these Provinces in his remarks as a Member of the Thornhill Memorial Committee, would consent to be President of the Council.

Government of the North-Western Provinces solicit the views of the Chief Commissioner of Oudh, on the establishment of a Central College at Allahabad as a nucleus of a future University for resident undergraduates.

FROM R. Simson, Esquire, Secretary to the Government, North-Western Provinces, Allahabad, to the Secretary to the Chief Commissioner of Oudh, No. 2858A, dated Allahabad, the 6th December 1869.

The Chief Commissioner may have observed in the *Gazette* of this Government³⁷, a correspondence regarding the foundation of a College at Allahabad, which it is proposed to make the nucleus on which a University for the North-Western quarter of India may be engrafted.

With reference to this measure, the Secretary of the College Committee, has submitted the following proposition:—

“No. 5 proposes that a general appeal to the Public be put forth by the Committee. I am to state that the draft of this appeal will be submitted to His Honor for approval.

“In conclusion I am to add, that the Committee are of opinion that the Educational welfare of the Province of Oudh cannot fail to be enhanced by the establishment of an University at Allahabad, and that the community there might be expected to be largely interested in the movement. In this view it seems desirable that the Chief Commissioner should be asked to co-operate with His Honor's Government, and that an University Committee should be established under his orders at Lucknow for the representation of that Province, in alliance with the Allahabad Committee. An expression of His Honor's views on this point is respectfully awaited.”

The Lieutenant-Governor will be glad to be put in possession of the views of the Chief Commissioner upon the above proposals.

It appears to His Honor that the Province of Oudh has a direct interest in the projected Institution. It may be assumed that there

will be but one University for the North-West; and in this view not only the whole of these Provinces, but also of the Administrations, Native and British, in the North-West, would seem to have an equal interest in forwarding the project. And on this consideration the Lieutenant-Governor has felt warranted in accepting very considerable contributions, both for the building and also in endowment of special scholarships which have been freely offered by the surrounding States as Jeypore, Bhurtpore, Rewah, Rampore.

For similar reasons the leading residents of the Province of Oudh may likewise feel an interest in an institution which presumes to bring the means of higher education near to their own door, and to provide local facilities for the acquisition of academical honors and also a Council in which the special educational wants of Northern India and the proper steps for meeting them may receive due consideration. It need hardly be added that the co-operation of Oudh will materially accelerate and strengthen the movement.

Should the views of the Committee be accepted, the Chief Commissioner may rest assured that every endeavour will be made by them to secure the due representation of the Province in the Council of the University, and that it is open to donors to limit, by any conditions they please, the appropriation of their contributions.

An early reply is requested, as the Committee delay the drawing up of the appeal referred to by them, until the wishes of the Chief Commissioner be known to them.

[Home-Edn A Progs, 13 August 1870, No. 11.]

Chief Commissioner of Oudh points out that the people of Oudh would not be interested in the establishment of a Central College at Allahabad in view of the existence of the Canning College at Lucknow which catered to the educational needs of Oudh.

FROM H. B. Harington, Esquire, M.A., Officiating Secretary to the Chief Commissioner, Oudh, to the Secretary to the Government of the North-Western Provinces, No. 695, dated Oudh, the 14th February 1870.

In reply to your letter No. 2858A, dated 6th December 1869, regarding the proposal to establish a University at Allahabad, I am directed to state that the Native gentlemen who have been consulted on the subject are of opinion that, as the Canning College at Lucknow is supported by the gentry of Oudh, they cannot fairly be asked to contribute to a similar institution in another Province, especially as much yet remains to be done to improve existing Educational Institutions in Oudh.

2. If Committees should hereafter be formed to represent the educational wants of the North-Western Provinces and Oudh, in connection with the existing University of Calcutta, or with a new University at Allahabad, all those interested in education in Oudh will no doubt be most anxious to co-operate with the Committees in the North-Western Provinces, and if funds should be required, an appeal to the Native community would be responded to; but at present it does not appear that funds are required except for the proposed College at Allahabad, which will be of no special benefit to residents in Oudh.

3. Until the project of a University at Allahabad has reached a more advanced stage, it seems to the Chief Commissioner premature to enter upon a consideration of its advantages as compared with the Calcutta University.

[Home-Edn A Progs, 13 August 1870, No. 11.]

Government of the North-Western Provinces submit proposals for the establishment of a Central College at Allahabad as a nucleus of a separate University for the North-Western Provinces alone.

FROM C. A. Elliott, Esquire, Officiating Secretary to the Government of the North-Western Provinces, to E. C. Bayley, Esquire, Secretary to the Government of India, No. 2059A, dated Allahabad, the 10th May 1870.

I am directed to forward, for submission to His Excellency the Letter from Director, Governor General in Council, a copy of the Public Instruction, North-Western Provinces, No. 1233, dated the 31st August 1869, and enclosures. 2. From these papers it will be seen that a movement, in a great measure spontaneous, occurred last year among the leading citizens of Allahabad for the establishment of a College at the seat of Government. The sentiments with which the movement was welcomed by the Lieutenant-Governor will be found in the reply to the Director of Public Instruction, No. 1517A, dated the 8th September last. His Honor therein observed as follows:—

“The address is signed by 55 persons, who have subscribed nearly Rupees 17,000; and the Lieutenant-Governor agrees with Mr. Court and yourself (Mr. Kempson) that it represents the popular voice of the influential and leading inhabitants, that an institution of the kind proposed is a real and pressing want at Allahabad.

“His Honor also agrees with you in thinking that the proposal possesses a special significance and importance in view of the projected institution becoming eventually the basis on which a University for these Provinces may be founded.

“The Lieutenant-Governor is further of opinion that, besides providing the means of a higher education to the Native students of these Provinces, the proposed College may appropriately afford similar facilities of pursuing a University career to the English scholars of our European schools, for whom there exist at the present time no such opportunities.”

3. The project falling in, as it does, with what His Honor is assured are the views of His Excellency the Governor General in Council, the Lieutenant-Governor went on to say,—“His Honor does not doubt that the Supreme Government will appreciate the movement and sympathise with the desire of the memorialists, and that imperial aid will not be wanting in carrying it into effect.”

4. Further, the Lieutenant-Governor, believing that the sentiments to which practical expression had thus been given at the seat of Government would find a sensible response throughout the Provinces, published the correspondence in the local Gazette.

5. The response to the publication of these papers has justified the expectations of His Honor. The contributions promised and in part paid up amount to Rupees 1,74,955. This includes the princely offering of a lakh of rupees by the Maharajah of Vizianagram, and large sums from His Highness the Nawab of Rampore, the Maharajahs of Rewah and Benares, and other leading Chiefs and landholders in these Provinces. Of this sum Rupees 81,000 are designed by the donors to be devoted to the building, Rupees 43,400 to special objects as scholarships, &c., and the remainder is given without condition.

6. His Honor has the utmost satisfaction in laying these facts before His Excellency in Council, assured that the movement will be appreciated and supported by the Supreme Government.

7. I am now to sketch briefly and broadly the views of Sir William Muir in reference to this important project.

8. It will be seen that what is contemplated is the establishment of a Central College at Allahabad, as the nucleus of a University for resident under-graduates. It is the opinion of Mr. Kempson, the Director of Public Instruction, in which the Lieutenant-Governor concurs, that a considerable part of the expensive teaching agency now employed in the different Colleges in these Provinces may be drawn to the Central College, where it could be more effectually employed, the present Colleges being reduced to Matriculation Schools. This can, however, be effected only by degrees, and not until suitable buildings have been prepared at Allahabad.

9. In connection with this subject, I am to state that the important questions referred for consideration in connection with Mr. Bayley's Minute* (as affecting the connection of these Provinces with the Calcutta University and the expediency of change in the University tests) is now under careful discussion, and the Lieutenant-Governor expects to be in a position

*See letter of Home Department, No. 427, dated the 11th August last.

shortly to submit his views on the subject. It would be premature, therefore, to enter into details in regard to the curriculum of the proposed College or the agency required for giving it effect. It may, however, be said that the new institution would be in affiliation with the Calcutta University, similarly with the existing Colleges which it will probably before long, in a great measure, supersede, until the time may come for a separate charter for these Provinces,—a change for which it seems to the Lieutenant-Governor evident that the time is not distant. And the full discussion of Mr. Bayley's proposals, in connection with His Honor's strictures on

See letter to Home Department, No. 2245, dated the 6th May 1869. . . the inadequacy of the present system, is important, as bringing the whole question, including the wants of these Provinces and the best mode of meeting them, into view.

10. The Allahabad movement has come opportunely to the aid of the Government, for the Collegiate Institution at the seat of Government will form an important and convenient stepping stone to the new system, whatever form it may assume; and the Lieutenant-Governor confidently trusts that the support of the Supreme Government, in the hope of which the case was put before the Native gentry of these Provinces, and in expectation of which they have largely subscribed to the general fund, and many specially to the building fund, will be freely given.

11. A considerable portion of the building fund must be reserved for the provision of accommodation for resident under-graduates; but the Committee propose to expend half a lakh of rupees on the construction of the Collegiate buildings, in the expectation that a grant to the same amount will be assigned by the Government of India.

12. And to this, as a preliminary step in the proceedings, I am directed to solicit the sanction of the Governor General in Council.

[Home-Edn A Progs, 28 January 1871, No. 10.]

Government of the North-Western Provinces solicit early and favourable consideration of the proposal regarding the establishment of a Central College at Allahabad.

FROM C. A. Elliott, Esquire, Officiating Secretary to the Government of the North-Western Provinces, to A. O. Hume, Esquire, C. B., Officiating Secretary to the Government of India, No. 5017A, dated Camp Jhosee, the 1st December 1870.

Referring to my letter under date the 10th May last, I am to submit that Sir W. Muir has now for some months been anxiously expecting to receive the views of His Excellency the Governor General in Council on the project therein submitted for the establishment of a Central College at Allahabad, and the grant of half a lakh of rupees towards the building fund of the same.

2. In that letter it was reported that a sum of nearly £ 17,500 had been subscribed by the people of these Provinces and the neighbouring States, for the purpose; that it was contemplated to draw upon the other Colleges for a portion of their higher teaching agency, so that the Central College might form an institution specially adapted for University preparation; and that the Central College might, with reference to the deliberations now in progress in the Council of the Calcutta University, become itself directly ancillary to the University, and, in fact, assume the position of a University College.

3. The Lieutenant-Governor would much regret if the last named suggestion, which appeared to His Honor to strengthen the claims of the projected institution, but is not in any way essential to it, should have created any separate element of discussion and tended to delay disposal of the main subject. Whatever position the Allahabad College may hereafter assume in relation to the Calcutta University, the claims of Allahabad to have a college, and the advantage of that institution being a Central College, with special facilities for the University course, remain unaltered. The aim is to meet the wants of the rapidly growing capital of the North-West, and at the same time to concentrate and systematize the existing agencies which we possess for promoting higher education.

4. Since May last the contributions to the College have increased from £ 17,500 to nearly £ 20,000* (Rupees 1,97,928). Contributions still continue to be received, and within the last few weeks considerable sums have been offered by Chirkharee, Tehree, Punnah, Sumptur, and Goorserai.

5. Sir W. Muir has received these donations hitherto under the conviction that a movement, spontaneous in its origin, and widely and liberally supported beyond all precedent by the people of the North-Western Provinces, was sure of the countenance of Government. But if an expression of approval by the Supreme Government be long delayed, the Lieutenant-Governor will feel hesitation and difficulty in accepting further aid, or calling in the outstanding contributions.

6. More than half a year has now elapsed since the case was laid before the Government of India, and His Honor earnestly solicits, early and favorable consideration of the request that Government will assist, as a first step, by sanctioning the expenditure of half a lakh of rupees as a grant in aid of a like sum which the College Committee have appropriated for the building.

[Home-Edn A Progs, 28 January 1871, No. 14.]

ENCLOSURE IN DOCUMENT 28

List of Subscribers to Allahabad College Fund

	Rs.	As.	P.
Pearce Mohun Banerjee	1,000	0	0 paid
Hunooman Pershad	500	0	0
Gya Pershad	2,000	0	0
Rameshur Chowdhree	1,000	0	0
Ram Kalee Chowdhree	50	0	0
S.C. Mookerjee	5	0	0
Doorga Pershad Mookerjee	8	0	0
Radha Nath Biswas	25	0	0
Mohendro Nath Doss	5	0	0
Surut Chunder Mookerjee	5	0	0

	Rs.	As.	P.
Aushootosh Mookerjee	5	0	0
Tarnee Churn Chatterjee	10	0	0
Madho Lall	5	0	0
Jowala Pershad	10	0	0
Tarnee Churn Ghose	5	0	0
Kaley Doss Ghose	2	0	0
Sheonarain	10	0	0
Hurree Doss Mitter	2	0	0
Burda Churn Banerjee	2	0	0
Sheikh Fyaz Ulee, Government Pleader	200	0	0
Sheikh Nusseerooddeen, Talookdar, Mow	200	0	0
Gholam Hossein, Deputy Collector	50	0	0
Bindesree Bux Singh, Talookdar, Chanda	100	0	0
Roy Asapal Singh	400	0	0
Thakoor Ajoodhia Bux Singh	300	0	0
Moonshee Doorga Pershad	25	0	0
Lalla Munohur Doss	500	0	0
Shunker Lall	50	0	0
Sheikh Peer Bux	10	0	0
Roy Damodur Doss	1,000	0	0
Lalla Moolchund	200	0	0
Moonshee Bunsgopal	15	0	0
Rai Radha Rawun	1,000	0	0
Baboo Juggut Narain	150	0	0
Kooth Hossein	50	0	0
Lalla Bunseedhur	150	0	0
Thakoor Doss Ditchit, Karinda of Radha Rawun	25	0	0
Lalla Duthee Lall	100	0	0
Meer Ulee Ahmud	25	0	0
Shah Usud Ulee	100	0	0
Moulvie Hyder Hossein	500	0	0
Thakoor Sheomungal Singh, Pergunnah Kewye	50	0	0
Moulvie Furreedooddeen	250	0	0
Tewaree Rugthonath Suhai	100	0	0
Meer Boo Ally	50	0	0
The Rajah of Manda, Zillah Allahabad	2,000	0	0
Bunspat Singh, Rajah of Bara Allahabad	1,000	0	0
Tejbul Singh, Rajah of Dhyah, Allahabad	500	0	0
Rai Manick Chund, Phoolpore	1,000	0	0
Bindesree Dutt, Mahajun, Allahabad	500	0	0
Kally Doss Nundy	25	0	0

paid

paid

Rs. As. P.

Lulloo Bindesree Dutt Singh, of Burrakur, Pergunnah Khyragurh	100	0	0	paid
Tarakishore Bose	250	0	0	
Baboo Nilcomul Mitter	1,000	0	0	
Pundit Ajoodhia Nath	250	0	0	
The Maharajah of Benares	5,000	0	0	Paid
The Maharajah of Vizianagram— Building Rs. 65,000 } Scholarship Rs. 35,000 }	1,00,000	0	0	„ 25,000
The Nawab of Rampore— Building Rs. 10,000 } Endowments, „ 4,800 } Scholarships, E. & O. }	14,800	0	0	paid
Baboo Gunga Pershad and Rajah Kalka Pershad, Bareilly	1,500	0	0	„
Rajah Luchmun Singh, of Keraolee	1,000	0	0	„
Maharajah of Bhurtpore	1,000	0	0	„
Sheoraj Pershad, Rewarie, Cawnpore	300	0	0	„
The Lieutenant-Governor	2,000	0	0	„
Mr. M. Kempson (1st donation)	500	0	0	„
Mr. C.A. Elliott	1,000	0	0	„
The Hon'ble C.A. Turner	1,000	0	0	„
Rajah Dilsookh Rai Bhadoor, of Bilram	500	0	0	„
Dr. Stratton	300	0	0	„
The Hon'ble Sheoraj Singh, Rajah of Kasheepore	3,000	0	0	„
Rajah Juggernath Singh of Powayne	3,000	0	0	„
Ranee Gunesh Koonwur, Raees of Bareilly	1,100	0	0	„
Moulvie Mahomed Oomur Khan, of Rampore	1,000	0	0	„
Rajah Sir Deonarain Singh	1,000	0	0	„
Mahomed Mehmood Ulee Khan, of Boolundshuhur	100	0	0	„
Mahomed Wuzeer Ulee Khan, of Boolundshuhur	200	0	0	„
Mihriban Ulee, of Boolundshuhur	50	0	0	„
Rai Syud Shufkut Ulee of ditto	15	0	0	„
Rai Mohabut Ulee of ditto	15	0	0	„
Moulvie Ibrahim Ali, of Moradabad	1,000	0	0	„
Rai Narain Doss	1,000	0	0	„
Baboo Madho Pershad, Extra Assistant Commissioner	100	0	0	„
His Highness the Maharajah of Rewah, G.C.S.I. Building Fund Rs. 6,000 } Sanskrit Scholarship „ 3,600 }	9,600	0	0	„

Rs. As. P.

Chowdhree Dhyan Singh, of Kaant, in Moradabad—

Building Fund	Rs. 100 }	200	0	0	Paid
Endowment Fund	100 }				
From Magistrate of Bijour, without detail		322	8	0	"
From Chowdhree Shere Singh, of Kaant, in Moradabad		100	0	0	"
The Rajah of Bansee, C.S.I. General Fund		5,000	0	0	"
Rai Purdomun Kishen, of Billaree, in Moradabad, General Fund		200	0	0	"
From the Magistrate of Saharunpore, without detail		1,579	15	0	"
His Highness the Maharajah of Jeypore for General Fund		2,000	0	0	"
Rajah Khoosal Singh, Etah		50	0	0	"
Bareilly District, first instalment		1,510	0	0	"
Etawah subscribers		540	0	0	"
Krish Pertab Bahadoor Suhai, Rajah of Tuma-koollee, in Goruckpore		1,000	0	0	"
Second instalment from Bareilly		415	0	0	"
Mudun Gopal Roy, of Padrowna, in Goruckpore		300	0	0	"
W. Jardine, Esq.		500	0	0	"
Sahoo Sham Soondur, of Moradabad		100	0	0	"
Maharajah of Orcha		500	0	0	"
Rajah Bhadoor, of Sumptur		200	0	0	"
Rajah of Buthur		500	0	0	"
Rajah of Singrowlee		200	0	0	"
Azimgurh Police Officers and men		82	0	0	"
Collector of Azimgurh		965	0	0	"
Kampta Pershad		10	0	0	"
Rajah of Goorserai		4,000	0	0	"
Rajah of Oorcha		500	0	0	"
Rajah of Sumptur		200	0	0	"

Maharajah of Chirkaree—

1 English Scholarship }	6,000	0	0
1 Sanscrit " }			

Maharajah of Punneh—

English Scholarship	}	.	.	.	3,000	0	0	"
Building Fund					1,000	0	0	"
Total					1,97,928	0	0	

[Home-Edn A Progs, 28 January 1871, No. 15.]

29

Government of India agree to sanction the creation of a Central College at Allahabad as soon as the Government of the North-Western Provinces could mature the necessary preliminary arrangements.

No. 11

GOVERNMENT OF INDIA

HOME DEPARTMENT

[Education]

Fort William, the 12th January 1871.

TO The Secretary to the Government of the North-Western Provinces.

Sir,

I am now directed to reply to your letters noted on the margin, relative to the proposed establishment of a Central College at Allahabad.

2. The specific application contained in your letter of the 10th May is for a grant of Rupees 50,000, being the equivalent of a part of a contribution raised in the North-Western Provinces, and intended to be devoted to the construction of collegiate buildings for the proposed Institution. This application is intimately connected with

several difficult questions relating to the Calcutta University, and now for some time pending before the Syndicate, and this connection has unavoidably involved some delay in the disposal of the case. These questions are still under discussion⁴⁰: but the issue of Financial Resolution No. 3334 of 14th ultimo⁴¹, regarding the new system of local financial control, enables the Governor General in Council to dispose partially of the application under acknowledgment.

3. His Excellency in Council must first of all express his gratification at the manner in which the noblemen and gentlemen of the North-Western Provinces have evinced their interest in the establishment of the proposed College. Their subscriptions, it is stated, amount to nearly £ 20,000, and will probably exceed that sum. It is most gratifying to find that so large an amount has been subscribed for so excellent and useful an object. The Governor General in Council has, therefore, much satisfaction in sanctioning the creation of a Central College at Allahabad as soon as His Honor the Lieutenant-Governor can mature the necessary preliminary arrangements.

4. With regard to the proposed Imperial contribution of Rupees 50,000 to the building, the Department of Public Works will be asked to sanction a re-appropriation from such items as the Government of the North-Western Provinces may point out, so as to provide it wholly or in part if it be intended to spend it during the current financial year. If, however, it is to be contributed after the commencement of the next financial year, the Lieutenant-Governor will have it in his power to devote to the purpose such a grant as he may deem expedient from the funds available for provincial services which, from the 1st of April next, will be at His Honor's disposal under the Financial Resolution quoted above. But it should be understood that the Government of India offer no opinion at present as to the desirability of establishing a University for the North-Western Provinces, or to acquiesce immediately in the withdrawal of the new College from the influence of the Calcutta University. The Governor General in Council cannot now determine the exact status of the Calcutta University with respect to the Educational Department in the North-Western Provinces. It is understood that His Honor has addressed the governing body of the University on this subject, and that his proposals are still under the consideration of that body, and hence any further expression of opinion on this point would be premature.

5. As regards the mode of providing funds for an efficient staff of teachers for the proposed College, I am to state that it would not

have been possible to make the required provision from Imperial Revenues, save by a reduction of one of the existing Colleges to the status of a High School. But it will now be for the Local Government to consider whether the cost of the College may be partly met by a grant from the new sources of revenue that will be available for provincial services, or whether the course that would have been prescribed by the Government of India, had the charge fallen on Imperial Funds, ought not still to be followed. It will be the duty of the Local Government to submit for approval proposals based on one or other of these alternatives; but whatever may be done, His Excellency the Governor General in Council is of opinion that no steps should be taken to impair in any way the efficiency of the Benares College, to the maintenance of which the Government is pledged.

6. As regards the question of combining an Upper and Lower School with the proposed College, the Governor General in Council considers it absolutely necessary to keep the different classes of Educational Institutions as distinct as possible. An opposite course can no doubt be plausibly urged on the ground of economy, as a college class can only consist of a few boys, and the necessary Masters or Professors can utilize their time to other purposes. But, even if this be the case at first, it cannot long continue to be so. Each year, as the full number of classes is completed, will entail more work on the Professors in the College itself, and, as a matter of fact, there can be no real economy, but the reverse, in maintaining expensive Professors before they are really wanted, and to employ them on work which could be well enough done by a less highly-paid staff. His Excellency in Council is, therefore, of opinion that the High School at Allahabad should be kept quite distinct from the proposed College.

I have the honour to be,

Sir,

Your most obedient servant,

Sd./ A. O. Hume,

Officiating Secretary to the Government of India.

No. 12

Copy of the correspondence forwarded to the Public Works Department, with reference to paragraph 4 of the foregoing letter.

No. 13

Copy of the correspondence forwarded to the Financial Department for information⁴².

A. O. Hume,
Officiating Secretary to the Government of India.

[*Home-Edn A Progs*, 28 January 1871, No. 16.]

30

Secretary of State for India approves the decision of the Government of India on the proposed establishment of a Central College at Allahabad.

Educational,
No. 3.

India Office,
London, 16th March 1871.

TO His Excellency the Right Honourable the Governor General of India in Council.

My Lord,

Para. 1. The Despatch of your Excellency in Council, dated 25th January, No. 1 of 1871⁴³, transmitting copy of a correspondence with the Government of the North-Western Provinces relative to the proposed establishment of a Central College at Allahabad, has been considered by me in Council

2. I have read this correspondence with the greatest satisfaction, and I desire that an expression of my sentiments may be communicated to the Lieutenant-Governor of the North-Western Provinces and to the gentlemen who have so warmly interested themselves in the establishment of the College.

3. I fully approve of the orders issued by your Excellency in Council on this important subject, and I trust that hereafter the College at Allahabad may expand into an University for the North-Western Provinces and for the Punjab.

I have the honour to be,

My Lord,

Your Lordship's most obedient humble servant,

(Signed) Argyll.

No. 163, dated the 27th April 1871.

Endorsed by the Home Department.

Copy forwarded to the Government of the North-Western Provinces for information, with reference to previous correspondence ending with the letter from this Department, No. 11, dated the 12th January last.

(*Home-Edn A Progs*, 29 April 1871, No. 8;
Despatch (Educational) from the Secretary of State for India, 16 March 1871, No. 3.]

Government of North-Western Provinces submit for approval of the Government of India a scheme for implementing the proposal regarding the establishment of a Central College at Allahabad.

FROM C. A. Elliott, Esquire, Officiating Secretary to the Government of the North-Western Provinces, to E. C. Bayley, Esquire, C. S. I., Secretary to the Government of India, No. 76, dated Allahabad, the 22nd January 1872.

In reference to former correspondence (as noted in the margin), I am directed to say that the time has now arrived when a beginning can be made towards carrying out the long talked of project of a University College at Allahabad—a project which has been liberally supported not only by the leading men of the North-Western Provinces, but also by the Chiefs of several States in the Rajpootana and Central India Agencies, and commended by His Excellency the Governor General in Council.

2. Some considerable time will necessarily elapse before the new College building, the plans and estimates for which are only now under consideration by the Committee, can be erected; but this is no reason why the College itself should not be commenced, and for this purpose the estate called "Lowther Castle" has been rented, and instruction can now be given there to the classes which will assemble as soon as the College is opened.

3. The enclosed report* from the Director of Public Instruction, *No. 2408, dated the North-Western Provinces, states the objects 5th January 1872. which, in his opinion, should be kept in view by the College. These are two-fold.

4. The first part of Mr. Kempson's scheme reaches downwards, and proposes to affiliate to the college the Vernacular Schools which are growing up rapidly everywhere, with the view of enforcing a common standard of education, examination, and reward. Mr. Kempson looks to this Department of the University College as a means for developing our Oriental teaching and rendering it popular and national among the masses throughout the country.

5. The second part of the scheme reaches upwards, and proposes that the new institution shall provide the means for the education of under-graduates throughout these Provinces, who aspire to pass the higher tests of the Calcutta University. The teaching in the District Colleges will then, as a rule, not proceed beyond the preparation of matriculated students for the First Arts Examination. In point of fact, those who study beyond that standard are so few in number, that it is not worthwhile keeping up a complete teaching establishment at the outlying Colleges for the rare exceptions. The formation, therefore, of Central University classes at Allahabad will admit of some retrenchment in the establishment of the Divisional Colleges.

6. The Lieutenant-Governor's opinion with regard to these proposals is that the first is a most promising conception, and should be kept in view; but its further development probably had better be postponed till the Calcutta University scheme for "Middle School" Examinations shall have been matured. It will then be seen how much the Calcutta University proposes to do towards encouraging Oriental studies, and whether anything remains for the Allahabad College to supplement.

7. The second part of the scheme can be put in execution at once.

8. The full collegiate establishment contemplated by Mr. Kempson is as follows:

	Minimum Maximum	
	Rs.	Rs.
Principal, 1st Grade	1,250	1,500
Professor, 2nd Grade	1,000	1,250
" 3rd Grade	750	1,000
" 4th Grade	500	750
Professor, Vernacular Science and Literature	300	450
Assistant Professor, Vernacular Science and Literature	150	300
Professor of Arabic	200	350
Assistant Professor of Arabic	100	200
Professor of Sanskrit	200	350
Assistant Professor of Sanskrit	100	200
Secretary and Registrar	200	200
Librarian	100	100
Servants and Contingencies	100	100
Total	4,950	6,750

9. But the classes, it is apprehended, will at first be comparatively small, and the following establishment will, Mr. Kempson expects, meet immediate wants:

	Minimum Maximum	
	Rs.	Rs.
Principal, 2nd Grade	1,000	1,250
Professor, 3rd	750	1,000
Professor, 4th Grade	500	750
Professor, Vernacular	150	300
Professor, Arabic	100	200
Professor, Sanskrit	100	200
Clerk	50	50
Servants and Contingencies	80	80
TOTAL	2,730	3,830

10. The monthly cost of the maximum establishment eventually to be entertained will be Rupees 4,950; that of the smaller establishment, which may probably suffice for present requirements, will be Rupees 2,730. A saving, as per margin, of Rupees 1,500 per mensem will be gained by retrenchments in the establishment of the three existing Colleges.

<p>Agra College 2nd Professor 550 Bareilly College 2nd Professor 750 Benares College 2nd Supernumerary Teacher 200 Total . 1,500</p>	<p>Rs. to be entertained will be Rupees 4,950; that of the smaller establishment, which may probably suffice for present requirements, will be Rupees 2,730. A saving, as per margin, of Rupees 1,500 per mensem will be gained by retrenchments in the establishment of the three existing Colleges.</p>
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11 The Lieutenant-Governor is unable yet to say to what extent the Provincial Budgets will admit of funds for the purpose; but it is hoped that they will allow of the establishment of the College from the 1st April on the lower scale.

12. What His Honor would now ask is sanction from His Excellency the Governor General in Council to the creation of the establishment on the scale mentioned in my 8th paragraph, on the understanding that the appointments will be filled up by degrees as the development of the institution may require and the finances of the Provinces will admit.

13. Early approval is solicited in order that the College may open with the new financial year.

[Home-Edn A Progs, July 1872, No. 11.]

ENCLOSURE IN DOCUMENT 31

Director of Public Instruction, North-Western Provinces, submits a scheme regarding the establishment of the proposed Central College at Allahabad.

FROM M. Kempson, Esquire, M. A., Director of Public Instruction, North-Western Provinces, to C. A. Elliott, Esquire, Officiating Secretary to the Government of the North-Western Provinces, No. 2408, dated the 5th January 1872.

With attention to G. O. No. 5155A, dated 5th December 1871, calling for an estimate of the establishment necessary for a new college at Allahabad, I have the honor of submitting the following proposals for His Honor's consideration, having already discussed the question in conference with himself and with the leading members of the Allahabad Committee.

2. First, as regards the establishment ultimately likely to be required, the basis of estimate is the expectation that the College at Allahabad will gradually draw to itself all the young men of the Provinces who wish to obtain the Calcutta University Degrees of B.A. or M.A., and especially such as read for Honors. It will become a central institution for this class of students, and probably for young men similarly circumstanced in neighbouring Provinces, according to the facilities which are given for tuition of the highest order. It should also become a centre of education, in another aspect as the focus of an improved system of vernacular education. It is intended to affiliate with the Allahabad College all vernacular schools in the Province by means of annual examinations, and to transfer pupils thus selected to Allahabad for advanced instruction in science through the medium of the vernacular and in Oriental classics, with a view to the conferment of appropriate titles or orders of merit, suited to the usages of the country. Classes for instruction in the F.A. course will also be opened for youths who have matriculated in the Allahabad or other Government and aided schools in the neighbourhood.

3. There are, under gradual development in these Provinces, two modes of education, — the first is intended for the benefit of the masses, and is purely vernacular. Schools hardly worthy of the name, and schools of which no German town would be ashamed, are to be found on the list. Their usefulness is undoubted in the lowest

grade and in retired districts as the means of elevation above pure barbarism, in the next grade as teaching, reading, writing, and arithmetic, with elementary general knowledge and science, and in the highest grade introducing the pupils after a good foundation in the rudiments of knowledge in their own vernacular, to the best parts of the Oriental curriculum, viz., grammar, logic, and morals. To raise this system into a homogenous whole, we need the stimulus of a well-organized system of examination and degrees, which can be attained only by establishing a central institution at Allahabad, which in this aspect will become a Vernacular University.

4. The second system of education at work is that which may be called the Calcutta University system, in which English is the basis of instruction as the language of the governing class, the key to offices of trust and emolument, and the means of introducing Western science and philosophy. It is obvious that this can never become a national system. However useful and acceptable it may be to an important section of the inhabitants, and however excellent in itself, it must always be exotic and less popular the further it is removed from the chief seats of Government and civilization. By centering our chief efforts in this direction at Allahabad and Benares, and by placing our Zillah and Collegiate Schools in subordination to a chief institution there, we shall give to the class which desires it every reasonable facility for securing degrees and honors.

5. In accordance with the programme thus briefly sketched, the establishment marginally noted seems likely to be eventually necessary. Special branches

	Minimum Rs.	Maximum Rs.
Principal, 1st Grade	1,250	1,500
Professor, 2nd Grade	1,000	1,250
Professor, 3rd Grade	750	1,000
Professor, 4th Grade	500	750
Professor of Vernacular Science and Literature.	300	450
Assistant Professor of Verna- cular Science and Literature	150	300
Professor of Arabic	200	350
Assistant Professor of Arabic	100	200
Professor of Sanskrit	200	350
Assistant Professor of Sanskrit	100	200
Secretary and Registrar	200	200
Librarian	100	100
Servants and Contingencies	100	100
Total	4,950	6,750

The existence of the Roorkee College renders it unnecessary to open classes for Civil Engineering.

6. To meet present requirements, a modification of the above scheme may be adopted. Instead of a Principal of the 1st Grade and three Professors of the 2nd, 3rd and 4th Grades, we need a Principal of the 2nd Grade, and two Professors of the 3rd and 4th Grades; and on the Oriental side instead of six Native Professors three will suffice, at the rates of salary laid down for the Assistant Professors only. A Librarian is not yet required;

	Minimum Rs.	Maximum Rs.
Principal, 2nd Grade	1,000	1,250
Professor, 3rd Grade	750	1,000
Professor, 4th Grade	500	750
Professor of Vernacular	150	300
Professor of Arabic	100	200
Professor of Sanskrit	100	200
Clerk	50	50
Servants and Contingencies	80	80
Total	2,730	3,830

and a Clerk will suffice for correspondence and record-keeping. The staff thus modified is given in the margin, from which it appears that the cost of the first year (1872-73) will be Rupees 2,730 only. For temporary purposes the College Committee has rented a convenient house, pending the erection of the College building in the immediate vicinity, at a cost of Rupees 250 per mensem, and is preparing to build lodgings on the site for the residence of scholars.

7. Under the circumstances of the case, and in view of the expected position of the new College, His Honour will be desirous of effecting some reduction in the establishments of existing Colleges to set off against the expenditure at Allahabad. At least one-half of the estimate of the last paragraph can be met by reductions, as I now proceed to show, in the Agra and Bareilly Colleges. There are, I think, fair grounds for a limitation of the standard of teaching in these Colleges. They will lose caste, so to speak, but the Native community have only themselves to blame. Money has been expended, and various inducements offered to stimulate a desire for the degrees conferred by the University; but hitherto in vain. The boon of an almost gratuitous education has been practically rejected in its most advanced form. It is quite true that the demands of the public service, and the anxiety of penniless students to obtain employment at the earliest opportunity, partly explain the emptiness of the senior classes at the Colleges in question, but they are open to rich as well as poor, and I can find no reason for the former refusing to take advantage of their opportunities except indifference to education. It is of no use to offer the means of qualifying for University degrees in the Colleges north of Allahabad, if the Native community decline to profit by the offer.

8. If His Honor agrees in the view thus taken, the standard of instruction may be limited to the F.A. Course, and students who wish to graduate must, in future, look to the Allahabad College as their

place of study. The Colleges of Agra and Bareilly have each a Principal of the 3rd Grade and two Professors of the 4th Grade. If the standard of tuition is lowered, one of the Professors may be dispensed with. Further, there are Moulvies on the staff of these Colleges for tuition in the Arabic and Persian requirements of the University Course whose place may be taken by less highly paid instructors. The Moulvie at Bareilly receives Rupees 100, and the one at Agra Rupees 80. If they are replaced by teachers on Rupees 40, there will be a reduction of establishment amounting to Rupees 100. Similarly a reduction in the Sanskrit teaching power of the Benares College, which is strong, may provide for the Sanskrit Professorship at Allahabad. In this way, four out of the five Professorships, in the temporary estimate of paragraph 4 above, may be provided without throwing any extra burden on the Provincial Revenues, and the increased expenditure will amount to Rupees 1,280 instead of Rupees, 2,730 for the year 1872-73.

9. A propositional statement⁴⁵ in the usual form accompanies this letter.

[Home-Edn A Progs, July 1872, No. 11.]

32

Government of India raise doubts on the financial soundness of the scheme for the establishment of a Central College at Allahabad.

FROM E. C. Bayley, Esquire, C.S.I., Secretary to the Government of India, to the Secretary to the Government of the North-Western Provinces, No. 206, dated the 9th May 1872.

I am to acknowledge the receipt of your letter noted in the margin, No. 76, dated 22nd January 1872 having regard to the creation of a new College at Allahabad having for its chief object the communication of higher class education through the medium of the vernacular languages.

2. The Governor-General in Council entirely concurs with the Lieutenant-Governor in the policy of which this proposal is a material part. It is observed that His Honor does not support Mr. Kempson's

proposal for the institution of a separate examining body, and in this view also His Excellency in Council wholly agrees.

3. The only difficulty lies in the provision of funds for the new institution. His Excellency in Council must express his regret that he cannot, without violating the principle of the provincial system of finance⁴⁶, make any grant from Imperial Revenues. Indeed, it is not understood that the Lieutenant-Governor even asks for this. On the other hand the Government of India would much deprecate any reduction of the staff of the Agra and Bareilly Colleges, which, while retaining their status as Colleges, would disable them from teaching up to the B.A. Standard. These Colleges are both conveniently situated for providing University education to the students of large and important tracts of country, especially that of Bareilly, situated in the stronghold of the Mahomedan population of the North-Western Provinces, and His Excellency doubts the policy of seriously reducing these Colleges to establish a College elsewhere.

4. Mr. Kempson, whom the Lieutenant-Governor deputed to Calcutta to discuss the subject of the present letter, however, has suggested that, without materially affecting the efficiency of these two Colleges, a partial economy might be effected by substituting for one Professor in the graded list of the Educational Department a Native Professor on a lower salary, say of Rupees 200 rising to Rupees 300. These salaries would probably be sufficient at first.

5. The practice of employing Native Professors has been already urged by the Secretary of State and the Government of India, and the Governor-General in Council will be glad not only to sanction Mr. Kempson's suggestion, but to see it more widely extended as Natives of suitable qualifications can be found.

6. Mr. Kempson has also suggested that, by dispensing with a Sub-Deputy Inspector of Schools in each district, a measure which the recent activity of Local Committees renders possible, a saving of say Rs. 10,800 annually may be obtained.

7. It is possible that by similar economy the whole of the funds really required for at once starting the College might be found; for example, I am to suggest for the Lieutenant-Governor's consideration whether, in the existing scheme of scholarships in the North-Western Provinces, the number of F.A. Scholarships is not very large in proportion either to those for the Entrance or B.A. Standard being 25 against 30 Entrance and 8 B.A. Scholarships.

8. If His Honor were content with 15, this item alone would give Rs. 100 a month.

9. Again, a very considerable sum (believed to be annually above Rs. 20,000) is devoted in the North-Western Provinces to the encouragement of the vernacular newspaper press. There may be many obvious reasons of policy for doing this, which perhaps, however, had greater force when the periodical literature of the North-Western Provinces had less self-sustaining vitality than it now possesses. No such encouragement is now deemed necessary in Bengal, or indeed in any other Province of India, and the Lieutenant-Governor might possibly on consideration find himself now in a position gradually to withdraw a portion of the funds—say one-half or Rs. 10,000, and to devote them to the objects of the present College.

10. On the other hand, it may possibly not be found necessary at present to place the salary of the Principal on so high a scale as Rupees 1,000 rising to Rs. 1,250; Rs. 750 to Rs. 1,000 would probably suffice. Nor does there seem any need for giving either of the Professors a higher salary than they now draw, which is understood to be that of the fourth grade of the Educational Service.

11. If by these means or any of them, and by the aid of fees and private liberality, the Lieutenant-Governor can provide the funds for the institution of the College, the Governor-General in Council will be prepared to recommend to the Secretary of State the admission of the Principal as a new appointment in the graded list, a sanction which is requisite under existing rules.

[Home-Edn A Progs, July 1872, No. 12.]

33

Government of the North-Western Provinces meet the objections raised in regard to the financial soundness of the scheme and request for an early sanction for the establishment of a Central College at Allahabad.

FROM C. A. Elliott, Esquire, Secretary to the Government of the North-Western Provinces, to E. C. Bayley, Esquire, C.S.I., Secretary to the Government of India, No. 1727A, dated Allahabad, the 13th May 1872.

I have received and laid before the Hon'ble the Lieutenant-Governor your letter No. 206, dated 9th instant, regarding the establishment of a Central College at Allahabad.

2. His Honor has received this communication with disappointment.

3. The project for a Central College at Allahabad was warmly received in these Provinces, and supported by large contributions from the leading people and the Chiefs of neighbouring States, and it was approved by the Government of India and Her Majesty's Secretary of State.

4. The Lieutenant-Governor was at last able, on the 22nd January, to submit proposals for the appointment of a tuitional staff, in the hope that the institution might be opened by the 1st April, so as to take up classes for the next University Examination.

5. As time passed without any reply, His Honor privately urged the importance of yearly orders issuing, and received permission from Lord Napier to depute the Director, Public Instruction, Mr. Kempson, to Calcutta, with the view of submitting in person any explanation which might be needed. From communications received by the Lieutenant-Governor, His Honor believed that this deputation had resulted in the practical acceptance of the project, and in this belief made offer of the posts (on the lower scale proposed for immediate introduction) to certain Officers of the Department, with the view of an early opening of the College, for which (as stated in paragraph 2 of my former letter) a suitable building has now for some months been rented.

6. The present despatch accepts His Honor's proposals, and adds that "the only difficulty lies in the provision of funds for the new institution;" and, after pointing out several sources of retrenchment (altogether unconnected with the subject of the despatch), concludes by stating that, if funds can be provided, "the Governor-General in Council will be prepared to recommend to the Secretary of State the admission of the Principal as a new appointment in the graded list a sanction which is requisite under existing rules."

7. If this intention be acted on, another year will be lost.

8. Ample funds have been provided in the Provincial Budget of 1872-73, published in the *North-Western Provinces Gazette*, dated 31st March last. Eighteen thousand rupees are there set down for the establishment of the College, which will cover the estimated charge, and leave a margin over.

9. The Lieutenant-Governor was led to believe that the scheme might be set on foot at once, and it did not occur to him in offering the appointments, that previous reference to the Home Government would be needed.

10. Under these circumstances, I am earnestly to request that approval may be given to the appointment of the Principal in anticipation of the sanction of the Secretary of State.

11. A considerable period has now elapsed since the Lieutenant-Governor invited and received large subscriptions (exceeding £20,000) for the College, and he is extremely desirous that no further postponement should be made in realizing the expectations of a Central College, on the faith of which these contributions were made.

12. His Honor is also informed that students are waiting here in strength of expectations as to the early establishment of the College. Any further delay will lead to their departure.

13. The Lieutenant-Governor further earnestly requests that, in submitting the subject to Her Majesty's Secretary of State, the sanction asked for be not confined to the single appointment of a Principal in the 2nd Grade, but that the whole scheme, as broadly drawn in my letter of 22nd January, be submitted for His Grace's approval; and more especially that power be solicited for this Government to create the appointments indicated in my 8th paragraph, on the understanding stated in the 12th paragraph, viz., that they "will be filled up by degrees as the development of the Institution may require, and the finances of the Province will admit."

14. His Excellency in Council may rest assured that none of the existing Colleges will be allowed to suffer by any serious reduction of their establishments; and that, wherever classes for the B.A. standard come forward, means will be adopted for giving them the necessary local instruction.

15. Should this despatch be received favourably by His Excellency in Council, I am to request that an early reply by telegram may be communicated, in order that arrangements may be matured before it be too late for the present season to set the classes on foot.

[Home-Edn A Progs, July 1872, No. 13.]

Government of India sanction, subject to the approval of the Secretary of State for India, the scheme for the establishment of a Central College at Allahabad.

FROM H. W. Wellesley, Esquire, Officiating Under Secretary to the Government of India, to the Secretary to the Government of the North-Western Provinces, No. 274, dated Simla, the 2nd July 1872.

I am directed to acknowledge the receipt of your letter dated the 13th May 1872, 1727", on the subject of a Central College at Allahabad.

2. The Lieutenant-Governor has already been informed by telegram that the arrangements immediately proposed in your letter dated 22nd January 1872, No. 76, are sanctioned subject to the approval of the Secretary of State.

3. The statement in paragraph 8 of your letter under reply "that ample funds have been provided in the Provincial Budget of 1872-73" has removed one principal objection which the Government of India entertained to the immediate introduction of the scheme. It would have been premature to recommend to the Secretary of State the creation of a new appointment as long as any doubt remained regarding the feasibility of carrying out a scheme to which that appointment is subsidiary.

4. This doubt is now removed, and while His Excellency in Council is desirous that the suggestions conveyed in this Office letter dated 9th May 1872, No. 206, should not be lost on His Honor, he does not desire to interfere with the disposal (subject to the rules in force) of available Provincial Service Funds. Application will now be made to the Secretary of State for his sanction to the appointment of the Principal.

[Home-Edn A Progs, July 1872, No. 14.]

APPENDED TO DOCUMENT 34

Home Department forwards to Financial Department, for consideration and orders, papers on the subject of the establishment of Central College at Allahabad.

OFFICE Memorandum from H. W. Wellesley, Esquire, Officiating Under Secretary to the Government of India in the Home Department, to the Secretary to the Government of India in the Financial Department, No. 292, dated Simla, the 9th July 1872.

Referring to the correspondence noted on the margin, the undersigned is directed to forward, to the Financial Department, No. 249, dated 15th June 1872, mentioned in the annexed list on the subject of the establishment of a Central College at Allahabad.

The arrangements immediately proposed in the letter of the Government of the North-Western Provinces, dated the 22nd January, 1872, No. 76, have been sanctioned by the Government of India, subject to the approval of Her Majesty's Secretary of State. These arrangements are detailed in the 9th and 10th paragraphs of the letter, and the Lieutenant-Governor intimates that the provision made in the Provincial Budget of 1872-73 will more than cover the estimated charge.* The scheme involves the appointment of a Principal in the 2nd Grade of the Educational Department, on a salary of Rupees 1,000, rising to Rs. 1,250, and this requires the sanction of Her Majesty's Secretary of State.

The full collegiate establishment to be entertained hereafter as "the development of the institution may require, and the finances of the Province will permit," is shown in the 8th paragraph of the letter above mentioned, and the Lieutenant-Governor requests permission to the gradual creation of the appointments therein indicated. This also requires the sanction of Her Majesty's Secretary of State.

The undersigned is directed to request that the necessary communication to the Secretary of State may be made from the Financial Department.

Per mensem Rs.

*Cost of proposed establishment	2,730
Proposed reductions in the Agra, Bareilly, and Benares Colleges	1,500
Total	4,230

List of papers to accompany Office Memorandum to the Financial Department, No. 292, dated 9 July 1872.

1. Education despatch to Secretary of State, No. 1 of 1871, dated 25th January, and enclosures⁴⁹.
2. Ditto ditto from Secretary of State, No. 3, dated 16th March 1871, with endorsement thereon to Government, North-Western Provinces, No. 163, dated 27th April 1871.
3. From Government, North-Western Provinces, No. 76, dated 22nd January 1872, and enclosures.
4. To ditto, No. 206, dated 9th May 1872.
5. From ditto, No. 1727A, dated 13th May 1872.
6. To ditto, No. 274, dated 2nd July 1872.

[Home-Edn A Progs, July 1872, No. 15.]

35

Government of India seek the approval of the Secretary of State for India to the orders sanctioning finances for the establishment of a Central College at Allahabad.

No. 305 of 1872

GOVERNMENT OF INDIA

FINANCIAL DEPARTMENT

[Expenditure-Education]

Simla, the 26th August 1872.

TO His Grace the Duke of Argyll, K. T., Her Majesty's Secretary of State for India.

My Lord Duke,

With reference to Your Grace's despatch No. 3, dated the 16th March 1872, we have the honor to forward a copy of the papers specified in the subjoined list on the subject of the establishment of a Central College at Allahabad.

2. It will be seen that, subject to Your Grace's approval, we have sanctioned for the College a Collegiate Establishment costing a minimum sum of Rs. 4,950 and a maximum sum of Rs. 6,750 per mensem, on the understanding that the several appointments created will be filled up by degrees as the growth of the institution may require, and the funds at the disposal of the Local Government will permit.

3. To meet pressing wants we have authorized the immediate entertainment of an establishment costing a minimum sum of Rs. 2,730 and a maximum sum of Rs. 3,830 per mensem.

We have the honor to be,

Your Grace's most obedient humble Servants,

Northbrook/ Napier of Magdala/
John Strachey/ R. Temple/ H. W.
Norman/A. Hobhouse/E. C. Bayley.

List of papers

Office memorandum from the Home Department, No. 292, dated the 9th July 1872, with the following enclosures, viz;

From the Government of the North-Western Provinces, No. 76, dated the 22nd January 1872, and enclosure.

To the Government of the North-Western Provinces, No. 206, dated the 9th May 1872.

From the Government of the North-Western Provinces, No. 1727A, dated the 13th May 1872.

To the Government of the North-Western Provinces, No. 274, dated the 2nd July 1872.

Financial Resolution No. 2238, dated this day.

No. 2237 A,

Endorsed by the Financial Department.

A copy to the Home Department.

[Home-Edn A Progs, September 1872, No. 38;
Fin. Exp. (Education, Science and
Art) A Progs, September 1872, Nos. 10-17.]

Resolution of the Government of India in the Financial Department, sanctioning the financial proposals made by the Government of the North-Western Provinces for the establishment of a Central College at Allahabad.

EXTRACT from the Proceedings of the Government of India in the Financial Department, No. 2238, dated Simla, the 26th August 1872.

Read—Office memorandum from the Home Department, No. 292, dated the 9th July 1872, forwarding, for consideration and orders, papers on the subject of the establishment of a Central College at Allahabad.

RESOLUTION.—The Governor General in Council observes that the full collegiate establishment contemplated by the Government of

	Min. Rs.	Max. Rs.
Principal, 1st Grade	1,250	1,500
Professor, 2nd ditto	1,000	1,250
Professor, 3rd ditto	750	1,000
Professor, 4th ditto	500	750
Professor of Vernacular		
Science and Literature	300	450
Assistant Professor of Vernacular science and Literature	150	300
Professor of Arabic	200	350
Assistant Professor of Arabic	100	200
Professor of Sanskrit	200	350
Assistant Professor of Sanskrit	100	200
Secretary and Registrar	200	200
Librarian	100	100
Servants and Contingencies	100	100
Total	4,950	6,750

the North-Western Provinces is as noted in the margin, costing a minimum sum of Rupees 4,950, and a maximum sum of Rupees 6,750 per mensem.

2. This establishment is sanctioned, subject to the confirmation of His Grace the Secretary of State for India, on the understanding that the several appointments in question will be filled up only by degrees, as the

growth of the institution may require and the funds at the disposal of the Local Government will permit.

To meet immediate wants, the following establishment may be entertained in anticipation of the approval of the Home Government:

	Minimum	Maximum
	Rs.	Rs.
Principal, 2nd Grade	1,000	1,250
Professor, 3rd Grade	750	1,000
Professor, 4th Grade	500	750
Professor, Vernacular	150	300
Professor, Arabic	100	200
Professor, Sanscrit	100	200
Clerk	50	50
Servants and Contingencies	80	80
Total	2,730	3,830

ORDER.—Ordered, that the foregoing Resolution be communicated to the Home Department, and to the Accountant General, North-Western Provinces.

(True Extract.)

D. M. Barbour,

Officiating Under Secretary to the Government of India,
Financial Department.

[Home-Edn A Progs, September 1872, No. 39.]

37

Government of India communicate their financial sanction to the establishment of a Central College at Allahabad.

FROM H. W. Wellesley, Esquire, Officiating Under Secretary to the Government of India, to the Secretary to the Government of the North-Western Provinces, No. 406, dated Simla, the 24th September 1872.

With reference to your letter No. 50A, dated the 15th ultimo^{oo}, I am desired to forward the accompanying copy of a Resolution*

*No. 2238, dated 26th August 1872, recorded by the Government of India in the Financial Department, from which it will be seen that the establishment recommended for the

Central College at Allahabad has been sanctioned subject to the confirmation of the Secretary of State for India.

2. There is an error in the 2nd paragraph of your letter as regards the pay of the Principal, 2nd Grade. It should be Rupees 1,000 rising to Rupees 1,250, and not Rupees 1,250 rising to Rupees 1,500.

3. The proposal that power may be given to His Honor the Lieutenant-Governor to allot the appointments in each grade to Professors, Principals, or Inspectors, as he may think best is under consideration, and orders will be communicated hereafter.

[Home-Edn A Progs, September 1872, No. 41.]

38

Secretary of State for India approves of the financial sanction accorded by the Government of India for the establishment of a Central College at Allahabad.

Educational,
No. 3

India Office,
London, 16th October 1872.

TO His Excellency the Right Honourable the Governor General of India in Council.

My Lord,

The despatch of your Excellency in Council, dated the 26th August, No. 305 of 1872 (Financial), forwarding copy of a correspondence relative to the establishment of a Central College at Allahabad has been considered by me in Council.

2. Under the circumstances stated in this correspondence, and especially in the letter of the Government of the North-West Provinces, dated the 13th of May, No. 1727A of 1872, I approve of the establishment of the proposed College, and sanction the expenditure detailed in the Despatch under reply, viz., a minimum sum of Rs. 4,950 and a maximum sum of Rs. 6,750 per mensem.

I have the honor to be,
My Lord,

Your Lordship's most obedient humble Servant,

Argyll

Nos. 4 and 5, dated Fort William, the 11th January 1873.

Endorsed by the Home Department.

Copy forwarded to the Government of the North-Western Provinces for information, in continuation of letter No. 406, dated the 24th September 1872.

Copy forwarded to the Financial Department for information, with reference to the communications from that Department, Nos. 2237A. and 2238, dated the 26th August 1872.

*[Home-Edn A Progs, January 1873, No. 6;
Despatch (Educational) from the Secretary
of State for India, 16 October 1872, No. 3.]*

SECTION V

AN ACT TO ENABLE THE CALCUTTA UNIVERSITY TO CONFER HONORARY
DEGREES—ACT XXI OF 1875.

[Documents 39-41]

Extract from the Abstract of Proceedings of the Legislative Council of the Governor-General of India, dated 14 December 1875, relating to the passing of a Bill to authorize the Calcutta University to confer honorary degrees.

THE Hon'ble Mr. HOBHOUSE moved for leave to introduce a Bill⁵¹ to authorize the University at Calcutta to grant Honorary Degrees.

He said that the growth of this University had been such that, independently of any special occasion, it might be proper to consider whether they should not have the power to grant Honorary Degrees. There was however a special occasion which this Bill was intended to meet; namely, the visit of His Royal Highness the Prince of Wales, upon whom it was proposed to confer such a Degree. But the University had no power at present to confer Degrees without examination. The Corporation was established by an Act of this Council passed in the year 1857, and in the preamble of that Act the scope of the Corporation was described as being for the purpose of ascertaining, by means of examination, the persons who had acquired proficiency in certain specified subjects, and of rewarding them by Academical Degrees as marks of honour. In the 11th section of the same Act it was provided that the University should have power, after examination, to confer the several Degrees therein specified. These were the Degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine and Master of Civil Engineering. Those were the provisions of the Act of 1857. It was subsequently found convenient to give the University greater latitude with respect to the Degrees to be conferred; and accordingly, by an Act passed in 1860, it was provided that the University might confer such Degrees as they should appoint by any bye-laws. But it was also provided that all the provisions which were contained in the Act of 1857 with respect to the old Degrees should apply also to the new Degrees to be created under the Act of 1860. Therefore it remained the case that no Degree conferable under the Act of 1860 could be conferred without examination. Under the powers given by the latter Act, a bye-law was passed establishing the Degree of

204 Dir. of Arch.—12.

Doctor in Law. Shortly afterwards, in the year 1862, it was a matter of discussion amongst the University authorities whether or not they should apply for power to confer Honorary Degrees. There was a good deal of difference of opinion at that time, but upon the whole the opinion prevailed that the University was too young a body to confer such Degrees, and that it would be better to wait until it had grown into a larger body before that subject was mooted. Now the growth of the University had been very rapid, and it had taken an important place in the Indian community. And he thought that when a personage in the position of the Prince of Wales came forward and expressed his readiness to be the first recipient of such a Degree, the University need not be very modest in the matter but might consider themselves competent to confer it.

As Mr. HOBHOUSE was about to ask His Excellency to suspend the Rules for the Conduct of Business, it would be convenient to go on and state what were the contents of the Bill. The reasons for suspending the Rules were that the time was short, that there were many arrangements to make, and that it was desirable that the University authorities should know in what position they stood. The object of the Bill was one as to which he should hardly anticipate any difference of opinion. The subject-matter was very simple, and the precaution had been taken to submit the draft which the Council had in their hands to the Syndicate of the University. It had been carefully examined by them, and had been approved in the form in which it stood. Therefore it was not likely that we should find errors in the draft if the Council passed it in that form. The nature of the Bill was of the simplest possible kind. It stated briefly that position of things which he had stated to the Council rather more fully, and then it provided that, with the consent of the Chancellor of the University, the Syndicate might grant any Academical Degree to any person without requiring him to undergo an examination. But it provided that the Vice-Chancellor and at least four members of the Syndicate should certify that, by reason of eminent attainments and position, he was a fit person for such Degree. The Council were doubtless aware that the executive powers of the university were managed by a body called the Syndicate, and one of these powers under the bye-laws of the University was to grant Degrees, Honours and Rewards. Therefore it was proposed that the Syndicate should grant any such Degree as the University might think fit to establish under the Act of 1860. They had established the Degree of Doctor of Laws. It was a fit Degree to confer upon His Royal Highness the Prince of Wales, and therefore it was proposed to confer that Degree upon him in the present instance. With respect to the safeguards provided, it was not thought desirable that any very wide

door should be open to persons to come in and ask for an Honorary Degree. It was therefore thought fit that a large number of the Syndicate, and the Chancellor, who stood quite independent of the Syndicate, should agree in the propriety of conferring such Degree on any person.

His Excellency THE PRESIDENT said:—"As I have the honour, in virtue of my office, to fill the office of Chancellor of the Calcutta University, I wish to state that the object of this Bill has my entire concurrence. In fact it was owing to my own suggestion that the question of conferring an Honorary Degree of the Calcutta University on His Royal Highness the Prince of Wales was considered by the Syndicate. It appeared to me not only to be a proper compliment to offer on behalf of the University to His Royal Highness, but also a fitting occasion upon which His Royal Highness might be brought into connection with the great educational institutions of India which have attained their highest development in Calcutta. It was a matter of surprise to me to find that there was some difficulty with respect to the power of the University to confer an Honorary Degree of this nature, and the Bill which my honourable friend, Mr. Hobhouse, has asked leave to introduce to-day, has been framed simply for the purpose of removing that difficulty.

"The reasons given by my honourable friend, Mr. Hobhouse, amply justify me in suspending the Rules for the Conduct of Business, and asking the Council to pass this Bill to-day."

The Motion was put and agreed to.

The Hon'ble Mr. HOBHOUSE having applied to His Excellency the President to suspend the Rules for the Conduct of Business,

THE PRESIDENT declared the Rules suspended.

The Hon'ble Mr. HOBHOUSE then moved that the Bill be taken into consideration.

The Motion was put and agreed to.

The Hon'ble Mr. HOBHOUSE also moved that the Bill be passed.

The Motion was put and agreed to.

Act XXI of 1875, empowering the Calcutta University to confer honorary degrees.

ACT XXI OF 1875⁵²

Passed by the Governor-General of India in Council. (Received the assent of the Governor-General on the 14th December 1875).

An Act to authorize the University at Calcutta to grant Honorary Degrees.

WHEREAS, under Act No. II of 1857, an University was established at Calcutta for the purpose of ascertaining by examination the persons who had acquired proficiency in different branches of Literature, Science and Art, and of rewarding them by Academical Degrees as evidence of their respective attainments: and by section eight of the same Act the Chancellor, Vice-Chancellor and Fellows for the time being of the said University were empowered to make bye-laws and regulations touching the examination for such Degrees and the granting of the same;

And whereas, by section eleven of the same Act, it was provided that the said Chancellor, Vice-Chancellor and Fellows should have power after examination to confer the several Degrees therein mentioned;

And whereas, under Act No. XLVII of 1860, the Chancellor, Vice-Chancellor and Fellows for the time being of the said University were empowered to confer such Degrees as they should appoint by bye-laws and regulations made and approved as therein mentioned; and all the provisions of the said Act No. II of 1857 with respect to the Degrees therein mentioned, and the examination for those Degrees were declared to apply to Degrees conferred under the said Act No. XLVII of 1860, and to the examinations for such Degrees;

And whereas, under bye-laws and regulations made in exercise of the said powers, the executive government of the said University is now vested in a Syndicate consisting of the Vice-Chancellor and six of the Fellows of the said University; and it is the duty of the said Syndicate (among other things) to grant Academical Degrees;

And whereas it is expedient to authorize the said Syndicate to grant such Degrees to persons who have not undergone a previous examination; it is hereby enacted as follows:—

1. With the previous consent of the said Chancellor, the said Syndicate for the time being may grant any Academical Degree to any person without requiring him to undergo any examination for such Degree:

Provided that—

the said Vice-Chancellor and not less than four of the other members of the said Syndicate for the time being certify in writing that in his and their opinion such person is, by reason of eminent position and attainments, a fit and proper person to receive such Degree.

[*Leg. A Progs, December 1875, No. 22, Appendix J.*]

Secretary of State for India informs the Government of India that the power of granting honorary degrees under Act XXI of 1875 should be sparingly exercised and be reserved for very special occasions.

Educational,
No. 1.

India Office,
London, 17th February 1876.

TO His Excellency the Right Honourable the Governor-General of India in Council.

My Lord,

1. In my Legislative Despatch of the 10th instant, No. 4, I intimated to Your Lordship that Act XXI of 1875 (for enabling the University of Calcutta to grant Honorary Degrees) would be left to its operation.

2. I am desirous of stating my opinion that, under the circumstances of this University, the power of granting Honorary Degrees

should be sparingly exercised and that its exercise should in the main be reserved for such exceptional occasions as that which immediately led to the enactment of this measure.

I have the honour to be,

My Lord,

Your Lordship's most obedient humble Servant,
Salisbury.

[*Home-Edn B. Progs, March 1876, Nos. 45-46;*
Leg. A Progs, March 1876, No. 51.]

SECTION VI

PROPOSAL TO ESTABLISH A UNIVERSITY FOR THE PUNJAB—MEMORIAL
FROM THE SENATE OF THE PUNJAB UNIVERSITY COLLEGE—APPROVAL OF
THE SCHEME. (1876-1877.)

[*Documents 42-45*]

Memorial from the Senate of the Punjab University College for raising the status of the College to that of a University with powers to confer degrees.

TO His Excellency the Right Honourable Edward Robert Lytton Bulwar-Lytton, Baron Lytton of Knebworth, G.M.S.I., Viceroy and Governor-General of India in Council.

MEMORIAL OF THE SENATE OF
THE PUNJAB UNIVERSITY COLLEGE.

May it please Your Excellency,

The Senate of the Punjab University College conceive that the present when the predominance of Her Imperial Majesty over Hindustan is being announced by a representative celebrated for hereditary success in literature, is a suitable time for the expansion of the Punjab University College into an University.

It was founded expressly to carry into practice the principles which the Court of Directors of the East India Company laid down as the basis of popular education in despatch No. 49, dated 19th July 1854—principles eminently wise and practical, only in accordance with which can the people of India be expected to take a warm interest in popular education, or themselves bear willingly a fair share of its ever-increasing cost.

The subjection of Punjab scholars to the examinations of the Calcutta University is found inconvenient for the following reasons:—

First. Success in those examinations is only attainable by those who have studied their subjects in books written in English, whereby the demand for Vernacular text books is lessened and the growth of a Vernacular literature impeded. This is directly opposed to the main special object of this College, which is the diffusion of education through the medium of the Vernacular.

Second. It is hard for the teachers to teach and for the pupils to learn at the same time through two curricula for two examinations.

Third. The Calcutta Senate meetings are necessarily principally attended by members residing there, who cannot know the needs of

the Punjab or how to meet them, or have the local influence necessary to excite in the Punjab a desire to promote education.

Fourth. The languages of the Eastern and Western parts of the Bengal Presidency are different, even the Urdu being somewhat different both in vocabulary and pronunciation.

The Secretary of State in his despatch No. 13, dated 5th August 1869⁵³, para. 2, and the Governor-General in Council in his No. 262, dated 22nd May 1869, para. 7, have recognised that the Punjab University College is a temporary institution to be expanded into an University "if attended with due success."

Its success is shown by the following statistics:

	Rs.
Aggregate receipts up to end of 1869 . . . . .	.. 1,06,816
Aggregate receipts up to 31st October 1876 . . . . .	.. 5,42,780
Invested permanent fund . . . . .	.. 3,55,300
Under-graduates in 1870	46
Under-graduates in 1876	819
Examinees in 1870	70
Examinees in 1876	435
Total of examinees since 1870	1,856

Number of schools affiliated.

In 1870—

- (1) Government College, Lahore.
- (2) Government College, Delhi.
- (3) Medical School, Lahore.

In 1876—

- (1) Government College, Lahore.
- (2) Government College, Delhi.
- (3) Medical School, Lahore.
- (4) Oriental College, Lahore.
- (5) Anglo-Sanskrit School, Lahore.
- (6) Law School.
- (7) Engineering classes at Hoshiarpur, Gujrat, Amritsar and Lahore.
- (8) Oriental Department of the Canning College at Lucknow.
- (9) Arabic School, Lahore.
- (10) Hindu School, Ludhiana.
- (11) Hindu School, Jullundur.
- (12) Hindu School, Umballa.
- (13) Arabic and Sanskrit School, Mooltan.
- (14) Sanskrit School at Amritsar.
- (15) Sanskrit School, Kangra.
- (16) Muhammadan School at Gujranwala.

Also, by the high character of its examinations, the efficiency of its schools in arts, law and medicine, and the numerous works published under its auspices. The Senate believes that, if constituted an University, it will be able to extend its influence to some extent over

Cashmere, Cabul and Beluchistan. It has students in its College from Central Asia, who may, it is hoped, carry to their homes both some culture and a lessened antipathy to British influences.

It anticipates also that such an Act of grace will deeply gratify the upper classes in this Province; that a new impetus will be given to education; and that an increase of income may be derived from the popularity of the change.

The Punjab Government, both under Sir Donald McLeod and under Sir Henry Davies, have supported on former occasions the design of forming a Punjab University which has encouraged the Senate to make the present application.

And your memorialists will ever pray.

On behalf and by order of the Senate of
the Punjab University College,

G. W. Leitner,

Registrar, Punjab University College, Lahore.

[Home-Edn A Progs, August 1877,
No. 43; Leg. A Progs, July 1883, No. 2A]

43

Government of the Punjab forward the Memorial of the Senate of the Punjab University College regarding the raising of the status of the College to that of a University and recommend that sanction might fitly be granted on the occasion of the assumption of Imperial title by Queen Victoria.

FROM L. Griffin, Esquire, Officiating Secretary to the Government of the Punjab, to the Officiating Secretary to the Government of India, Home Department, No. 430 C, dated Camp Delhi, the 25th December 1876.

I am desired to forward, for the consideration of His Excellency the Viceroy, a memorial, in original, submitted by the Senate of the Punjab University College, in which they ask that, on the occasion

of the assumption by Her Most Gracious Majesty of the title of Empress of India, the concession of larger powers may be made to the University College at Lahore, raising it to the status of an University and empowering it to confer degrees.

2. This concession has already been the subject of correspondence with the Government of India, and the whole details with regard to the establishment of the Punjab University College and the conditions under which it was sanctioned are well known to the Government of India.

3. With reference to the present request of the Senate, the Lieutenant-Governor is of opinion that, while the concession might, without detriment to the educational interests of the Province, be delayed, he still cannot deny that it is one which may be fitly made on the occasion of the Queen's assumption of her new title, and that it will be received with gratitude by an influential class at Lahore and elsewhere in the Punjab.

[Home-Edn A Progs, August 1877, No. 42; Leg. A Progs, July 1883, No. 2A].

Resolution of the Government of India approving the proposal to raise the Punjab University College to the status of a University and proposing to initiate legislation therefor.

EXTRACT from the Proceedings of the Government of India in the Home Department (Education), No. 39 C, dated Camp Delhi, the 1st January 1877.

Read a letter from the Government of the Punjab No. 430 C, dated 25th December 1876.

RESOLUTION⁵⁴.—The Government of the Punjab forward, for the favourable consideration of the Governor-General in Council, a memorial submitted by the Senate of the Punjab University College praying that on the occasion of the assumption by her Most Gracious Majesty of the title of Empress of India the Punjab University College may be raised to the status of an University and empowered to confer degrees.

ORDER.—Ordered that the Government of the Punjab be requested to inform the memorialists that the Governor-General in Council approves of the proposed measure, and that legislation will be initiated in view to give effect to it.

(True Extract.)

Arthur Howell,

Officiating Secretary to the Government of India.

[Home-Edn A Progs, August 1877, No. 44; Leg. A Progs, July 1883, No. 3.]

Legislative Department instructed to frame a Bill for raising the status of the Punjab University College to a University.

OFFICE Memorandum from Arthur Howell, Esquire, Officiating Secretary to the Government of India in the Home Department, to the Secretary to the Government of India in the Legislative Department, No. 9, dated Fort William, the 27th January 1877.

In forwarding to the Legislative Department the papers noted on the margin, the undersigned is directed to request that the necessary steps may be taken for the initiation of an Act on the models of the Acts No. II of 1857, No. XLVII. of 1860, and No. XXI of 1875, to raise the Punjab University College to the status of an University. The undersigned is further to request that the draft Bill when prepared may be sent to this Department for transmission to the Punjab Government for consideration before final action is taken.

2. The matter will be reported in this Department to the Right Honourable the Secretary of State.

[Home-Edn A Progs, August 1877, No. 45; Leg. A Progs, July 1883, No. 2.]

SECTION VII

PROPOSAL FOR ESTABLISHMENT OF AN ADDITIONAL UNIVERSITY FOR
BENGAL—MINUTE—PROPOSAL ABANDONED. (1877).

[*Documents 46-48*]

Minute by Sir Richard Temple, Lieutenant-Governor of Bengal, dated 3 January 1877, suggesting the establishment of a separate local University under the Government of Bengal.

HAVING noticed in the *Gazette of India*^{ss} that the Punjab University College is to be raised to the status of an University under the Government of the Punjab, I venture to submit a similar claim on behalf of Bengal.

It seems to me that the time has arrived for adopting a similar measure in Bengal. The rapid advance which Bengal has made in the progress of high education renders it necessary that the course of studies at the University should be adapted to that high standard instead of being regulated by the requirement of less advanced Provinces. Justice seems to demand that Bengal should not be retarded in the progress of high education, because other Provinces are not sufficiently advanced to pursue a course of studies for which the educated mind of Bengal is ripe.

The circumstances of Bengal are in many respects widely different from the circumstances of other Provinces, and it is most essential that the Local Government should be able to adapt the University machinery to the growing requirements of the Province. The introduction and cultivation of practical science in the schools and colleges of Bengal is a subject to which I attach the greatest importance; but practical science is not sufficiently recognised by the University, and it is almost needless to observe that no science which is not adequately recognised by the University can in the schools be cultivated with success. At present the Lieutenant-Governor of Bengal, beyond being a member of the Senate, has not a potential voice in the management or direction of the one highest educational institution of his Province. The governing body of the University is appointed by the Government of India, and not by the Government of Bengal. It comprises men of the highest attainments in all sorts of subjects, and represents an amount of learning, genius and acquirements which justly excite our national pride. It is regarded everywhere with the utmost deference. I mean not the least disparagement to that eminent and distinguished body when I say that

204 Dir. of Arch.—13.

they cannot be expected to have that cognizance of the peculiar requirements of Bengal as separate from the requirements of other Provinces which would naturally be possessed by a body chosen and selected from the Province and feeling itself specially charged to direct the course and foster the progress of education in Bengal. Under such a body a closer union would arise between the University of Calcutta and the Government of Bengal than at present exists. That a close union should exist is desirable for many reasons. Take, for instance, the case of legal education. The qualification for admission to the Bar of Bengal is the University degree of B.L., but the standard of excellence required for this degree is not fixed with reference to the standard of legal knowledge possessed by the Bar of Bengal, but with reference to the state of legal knowledge in other Provinces of the empire. In Bengal the Bar is much overcrowded, and it is possible that the standard for the B.L. degree, though suited to other Provinces, might with advantage be raised for Bengal. But closely as the Government of Bengal is interested in this question, it is a subject over which at present it can exercise neither directly nor indirectly any adequate control.

I will take only another instance. University degrees are for the most part sought for as a means of obtaining Government employ. In Bengal appointments in the Subordinate Executive Service are offered to public competition, but these competitive examinations are conducted not by the University, but by a separate body of examiners. Now, if a closer union existed between the Government of Bengal and the University of Calcutta, it would be possible to dispense with these separate examinations; and what would then be far more preferable, an University degree or an University examination in certain subjects would then be taken as the sole and necessary qualification for Government employ.

It is, however, unnecessary to enter into further details. The short and simple ground upon which I ask that Bengal should have an University of its own is this—that it is impossible that the education of a particular Province, which differs in its circumstances from other Provinces, can be properly cared for by a body which does not consider itself specially charged with the cause of education in Bengal, but which is equally bound to consider the requirements of other Provinces which have not attained that educational development which Bengal has attained.

The territories under the Government of Madras and those under the Government of Bombay have in each case an University of their own. Whatever arguments exist for this arrangement, these might

be adduced with even greater force in favour of a similar arrangement in Bengal. Indeed, Bengal deserves to have an University of its own as much as any Province in British India. And I am sure that if this concession were to be made it would give a new impulse to high education.

If this were to be conceded the existing University of Calcutta might still remain as an University for all India. This, however, is a very interesting topic on which I need not enter.

The 3rd January, 1877.

Richard Temple

[*Home-Edn A Progs, September 1877, No. 24.*]

47

Opinion of Hon'ble A. Eden, Lieutenant-Governor of Bengal, solicited by the Government of India upon the measure regarding the creation of a separate University under the Government of Bengal, proposed by his predecessor, Sir Richard Temple.

FROM Arthur Howell, Esquire, Officiating Secretary to the Government of India, to the Secretary to the Government of Bengal, in the General Department, No. 224, dated Simla, the 11th September 1877.

I am directed to acknowledge your letter No. 38 A.T., dated the 3rd January last⁵⁶, submitting a Minute recorded by the late Lieutenant-Governor of Bengal on the subject of the establishment of a separate University under the Government of Bengal.

2. The consideration of the question has been delayed pending a decision upon a similar application previously submitted by the Punjab Government. I am now directed to forward for information the papers of this case; and I am to ask for His Honor's opinion upon the measure proposed by his predecessor.

[*Home-Edn A Progs, September 1877, No. 25.*]

Hon'ble A. Eden opposes the proposed scheme for the establishment of a separate University under the Government of Bengal.

FROM H. J. Reynolds, Esquire, Secretary to the Government of Bengal in the General Department, to the Officiating Secretary to the Government of India, No. 3148, dated Calcutta, the 10th November 1877.

In reply to your letter No. 224, dated the 11th September last, I am directed to say that the Lieutenant-Governor is entirely opposed to the change suggested by Sir Richard Temple, and believes that nothing but evil would result from the adoption of any scheme for localizing the University. In Mr. Eden's opinion the Calcutta University owes its present position to its Imperial character and to the advantages which it obtains from the catholic and unlocal constitution of its governing body. With the action of this governing body His Honour has been entirely satisfied; and if in some respects the University has been slow to move, the Government has perhaps reason to be grateful for that slowness. Mr. Eden's views upon this question are entirely in accord with the opinions expressed by Sir A. Hobhouse and Sir E. C. Bayley, as recorded in the papers forwarded to this Government with your letter under reply.

No orders.

[Home-Edn A Progs, December 1877, No. 6.]

SECTION VIII

ESTABLISHMENT OF A UNIVERSITY FOR THE PUNJAB—DRAFT BILL—
MINUTES—MEMORIALS—ACT XIX OF 1882. (1877-1882).

[Documents 49-73]

Explanatory Memorandum by the Government of the Punjab on the draft Bill for raising the Punjab University College to the status of a University.

FROM Lepel Griffin, Esquire, Officiating Secretary to the Government of the Punjab, to the Officiating Secretary to the Government of India, No. 2740, dated Simla, the 7th July 1877.

With reference to your Office memorandum No. 9, dated 27th January last, requesting that steps be taken for the initiation of an Act on the models of Acts No. II of 1857, No. XLVII of 1860 and No. XXI of 1875 to raise the Punjab University College to the status of an University, I am desired to submit the accompanying draft, prepared under the orders of His Honor the Lieutenant-Governor, to facilitate the introduction of the necessary Bill.

2. The particulars in which this draft differs from the Acts upon which it is based are very few in number, and it is only requisite to refer to the more important points of divergence. The preamble is in accordance with the statutes of the College, which will be found at page 21, *et seq.*, of the calendar for 1876-77, herewith forwarded. The list of names in Section 2 may, perhaps, need some revision in a few minor details, but it is not considered necessary to delay this letter pending the receipt of the required information. Sections 8 and 9 have been introduced to preserve the constitution as laid down in the statutes, the provision appointing the representatives of contributing independent Chiefs to be Fellows by law being, in the opinion of the Lieutenant-Governor, of considerable importance, as likely to maintain and promote the interest felt in education by the rulers of Native States. Lastly, Section 12 of Act II of 1857, prescribing the qualification for admission of candidates for degrees, has been omitted with the object of encouraging resort to the University by all classes in the Punjab so far as practicable, and of extending the benefits of the University examinations to all educational institutions without restriction.

3. The question of raising the Punjab University College to the status of an University having formed the subject of lengthened correspondence with the Government of India during the past nine years, and having been finally set at rest by the promise of His Excellency the Viceroy conveyed to the people of the Punjab on the auspicious occasion of Her Majesty's assumption of the title of Empress of India on the 1st January last, it might be considered superfluous to here dwell on the causes which united to create the idea of an independent University in the Punjab, or the principles on which it was proposed to found it. But the Honourable the Lieutenant-Governor considers that in this final letter submitting the draft Bill to give the University its permanent status, it will not be out of place to briefly note the principles which the University represents, and to meet, so far as may be possible, a few of the obvious objections to its creation. This appears to His Honor the more necessary as the draft Bill no more than states the general lines upon which the University is founded, and so much will depend upon the method and spirit in which the bye-laws are drafted—for which general powers are taken in the Bill—that the principles which the Punjab Government desires to see maintained may well, at the cost of some repetition, be asserted here.

4. The movement for the creation of the Punjab University was originally started to give effect to the Educational despatch of 1854, which laid down the important rule that Government schools and colleges of whatever nature were to be regarded, not as permanent institutions, but only as a means for generating a desire and a demand for education and as models for private institutions. The despatch went on to say—"In proportion as a demand for education in any locality is generated, and as private institutions spring up and flourish, all possible aid and encouragement should be afforded to them, and the Government, instead of using its power and resources to compete with private parties, should rather contract and circumscribe its measures to direct education, and so establish its measures as to pave the way for the abolition of its own schools."

5. The principles thus enunciated are not understood by the Lieutenant-Governor to have become in any way obsolete. They have been re-affirmed by successive Governments of India; and the Lieutenant-Governor is fully convinced that this despatch enunciates the only educational policy which the Government of India can hope to see successful when the increasing demand for and increasing

costliness of education through Government officers and in Government institutions is considered. There can be no popular education in the true and best sense of the word; no education which can reach the masses of the people unless their sympathies in its success are aroused, and unless they themselves have both a hand in its direction and provide the greater part of its cost. The University of Lahore was accordingly proposed to be founded with the aim of allowing the people of the country a voice in the direction of their own education; to endeavour, while in no degree neglecting the study of English as a medium for conveying the highest education, to train the great majority of students through the medium of their own vernacular and classical languages, at the same time developing any spirit of originality which might exist in the country by offering rewards and encouraging the composers of original vernacular works.

6. Any antagonism with the Government department of education or with the Calcutta University was expressly disclaimed. But the objects aimed at by the Universities of Calcutta and Lahore were distinctly pronounced to be different, and the methods of Calcutta altogether unsuited to the Punjab. Objection has been and doubtless will be raised to the creation of a local University whose interests and principles must be, whatever disclaimer may be made, antagonistic to that of Calcutta. It will be urged that the supreme direction of education must remain in the hands of the Imperial Government; that no real progress can be hoped for unless the standard of high education be maintained uniform; that under the control of Local Governments there will be a constant disposition to change in accordance with the view of successive Governors or Lieutenant-Governors. But objections such as these appear, in the opinion of His Honor, mistaken. Supposing the principles of the Lahore University to be identical with those of Calcutta, he would still consider that the precedents to be found in Madras and Bombay at no greater distance from the parent University than Lahore, amply justify the proposed experiment. The creation of these Universities in the minor Presidencies has, the Lieutenant-Governor believes, been productive of advantage, and the objections which naturally occurred to their creation are the same as those which are suggested with reference to the Lahore University and which might be expected to be in the same manner refuted.

7. But the case, as far as Lahore is concerned, is still stronger. The University which it is here proposed to found is an experiment new in India. That it is one eminently worthy of a trial and containing ample promise of success, has been proved by the enthusiasm with

which it was received, and by the large subscriptions and donations given, not only by Chiefs and Princes of the Province, but by the middle classes, who have thoroughly sympathised with a measure which promised to allow the people a voice in questions regarding popular education, and which was to encourage the classical languages to which they were naturally attached. Those who object to the creation of a college in the North on principles differing from those of the Calcutta University, will doubtless found their objection on the success of the latter institution; but the Honourable the Lieutenant-Governor would distinctly question whether the Calcutta University has been a success. In the first place it is not an University at all, but a mere examining Board. It has set up a standard to which all parts of India were compelled to conform—whatever the differences of race or religion or circumstances or history;—all had to pass through the curriculum established by the Calcutta Board, and all education, without the narrow limits of the department, was virtually prohibited.

8. Even in Bengal the results of the Calcutta University do not appear to the Lieutenant-Governor wholly successful. Its students are not distinguished by high scholarship or by loyalty; while, so far from the education imparted being popular or national, the English trained students of Calcutta constitute an isolated and denationalized body, their education having removed them from their own people instead of bringing them into more sympathetic relations with them. That this is the result of the system of education of which the Calcutta University is the crown, the Lieutenant-Governor does not think that any one conversant with India can deny.

9. The creation of the Punjab University rests, therefore, on grounds altogether apart from those which relate to the position or work of the Calcutta University. What is intended in the Punjab is to place the higher education in sympathy with the people, and not in opposition to them. To retain English for the highest degrees, and as essential to a complete and high class education; but to reach the masses, to disseminate the truths of science and art and history through the medium of the vernacular languages among those whom it is impossible to instruct in English, and whom, were it possible, it would be inexpedient so to instruct. There is no danger in this Province of English being neglected. It is recognized generally as the key which opens the door to all the higher kinds of employment under the British Government, while, from the absence of sufficient text books at present, it is impossible to obtain in many subjects, and especially in science, any competent instruction without it. But

when English is made other than optional save for the highest University degrees, when it is made compulsory upon students in their entrance and matriculation examinations, when no opportunity is given to them of obtaining either high degrees or titles of honour for proficiency in other languages than English, then either the progress of high education is checked at once, or the study of the English language is forced upon a very large class of students for whom the Government is unable to provide employment, and who, becoming unfit for their own natural and hereditary professions, remain discontented and disloyal members of the community.

10. The Lieutenant-Governor does not believe that the standard fixed, and which it is his desire as well as that of the Senate of the University to maintain equal in difficulty to that of the Calcutta University, will hereafter be lowered or frequently changed. The Senate, as it will be seen by reference to the list embodied in the Bill, is composed of the most important officers of Government and of a large number of the most highly educated, capable and independent Native gentlemen in the Province. The number of the Senate the Lieutenant-Governor is disposed to enlarge rather than to contract. He wishes it to be a really representative body, able to express the views of the Native community, while the large infusion of English officials interested in educational subjects will preserve the University from relapsing into those Oriental systems of teaching and modes of thought which would be prejudicial to the interests of high education.

11. The Punjab University, the Lieutenant-Governor understands, represents the best of those educational principles which have been advocated for a succession of years by the Home and Indian Governments. It declares English to be essential to high education, but it also declares—which was the argument of the Educational despatch of 1854—that the vernacular must be the medium through which education can alone become general or popular. It has most successfully interested the leading Natives of the Province in the question of popular education, and has induced them to subscribe very largely towards the new University. There can be, the Lieutenant-Governor considers, little doubt that the enthusiasm on the part of the Natives for an institution peculiarly their own, will receive an important stimulus by the formal creation of the University, and that its endowments will largely increase. This effect can only be produced by an adherence to the principles on which the University was originally founded, subject to such modifications as experience has shown to be necessary and the Native community has accepted as wise.

12. One other objection which has frequently been put forward by the opponents of the Punjab University is that it is impolitic for such a body to combine teaching and examining. But although in this Province there may be practical difficulties in procuring competent and independent examiners unconnected with the University, these difficulties are not such as to be in any way insuperable; and the Lieutenant-Governor believes that the examinations already held—the larger number of examiners in which have been drawn from other parts of India—have been conducted satisfactorily; and in the future the number of competent examiners, either within or without the Province, may be expected to increase and not to diminish. There seems no more difficulty in sending the papers of candidates by post to an examiner in Calcutta, than in the Calcutta University sending its examination papers by the same medium to students at Lahore. Should any difficulty be found hereafter in procuring competent examiners belonging to the Educational Department of other Provinces, the Lieutenant-Governor believes that there are a large number of covenanted civilians in the Punjab, unconnected with the Educational Department, who are most thoroughly competent to examine in those subjects of which they may have special knowledge, and who would readily come forward to assist the University and the Government should their services be required.

13. The Punjab University would not exist, as understood by the Lieutenant-Governor, if its power of teaching were withdrawn and its strength merely applied to the work of examination. Even as an examining Board founded on popular principles, and allowing the utmost freedom to students as to the subjects in which they might prefer to be examined, it would still be of the highest value; but it would be maimed and lose a great part of its influence for good. Teaching and examination must go hand in hand as in all those great Universities of the West which possess any vitality. The Government College at Lahore, with which has been incorporated the Delhi College, and of which the Oriental College and the Lahore Medical School form an integral part, will be absorbed into the University and will represent its direct teaching power. To this institution, the Lieutenant-Governor trusts, students from all parts of Northern India and the countries on its border will in time be attracted. Now, in its practical teaching, the University is performing much good, and both in the faculties of medicine and law its students are taking honourable places. Practical instruction in engineering and in natural science is now being arranged for, and the Lieutenant-Governor hopes—and reasonably hopes—that the time may ere long arrive when this institution, if conducted on those principles on

which it was founded, will at least effect what has not yet been achieved by any system of departmental education—the enlistment on the side of liberalism and intelligence of the whole interests and sympathies of the people.

[Home-Edn A Progs, August 1877, No. 46.]

50

Draft Bill for the incorporation of the University of the Punjab.

(An Act to establish and incorporate the University of the Punjab.)

WHEREAS it is expedient to found in the Punjab an University for the promotion of knowledge, and in particular for the diffusion of European Science, as far as possible, through the medium of the vernacular languages of the Punjab, and for the improvement and extension of vernacular literature generally, and, moreover, to afford encouragement to the enlightened study of the Eastern classical languages, literature, and further to associate the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education, it has been determined to establish such University at Lahore for the purpose of ascertaining, by means of examination or otherwise, the persons who have acquired proficiency in different branches of literature, science and art, and of rewarding them by academical degrees as evidence of their respective attainments and marks of honour proportioned thereunto:

And whereas, for effecting the purposes aforesaid, it is expedient that such University should be incorporated; it is enacted as follows (that is to say):

Short Title. 1. This Act may be called "The Punjab University Act, 1877".

Incorporation. 2. The following persons, namely:—

CHANCELLOR:

The Honorable Robert Eyles Egerton, C.S.I., Lieutenant-Governor of the Punjab and its Dependencies.

VICE-CHANCELLOR:

Gore Ousely, Esquire, Financial Commissioner of the Punjab.

FELLOWS:

Nawab Abdul Majid Khan, Honorary Assistant Commissioner;

Charles Umpherston Aitchison, Esquire, C.S.I., Secretary to the Government of India, Foreign Department;

Sardar Ajit Singh, Attariwala, Honorary Assistant Commissioner;

Rai Munshi Amin Chand, Sardar Bahadur, Judicial Assistant Commissioner, Ajmere;

Malaz-ul-Ulma Sardar Attar Singh, of Bhadaur;

David Graham Barkley, Esquire, M.A., Barrister-at-Law, Deputy Commissioner;

Surgeon Major Henry Walter Bellew, C.S.I., Officiating Sanitary Commissioner, Punjab;

Sardar Bikrama Singh, Ahluwalia, Honorary Magistrate;

Charles Boulnois, Esquire, M.A., LL.B., Barrister-at-Law, Judge of the Chief Court, Punjab;

Arthur Brandreth, Esquire, Barrister-at-Law, Commissioner;

Surgeon Major Thomas Edwin Burton Brown, M.D., Principal, Lahore Medical School;

John Scarlett Campbell, Esquire, Judge of the Chief Court, Punjab;

Surgeon William Center, M.B., M.A., Chemical Examiner to the Government, Punjab, and Professor, Lahore Medical School;

Lala Channa Lal;

Reverend Robert Clark, M.A., Church Missionary Society;

John Graham Cordery, Esquire, Deputy Commissioner;

Honourable Henry Stuart Cunningham, M.A., Barrister-at-Law, Advocate General, Madras;

Surgeon Major Alexander Morrison Dallas, Inspector General of Prisons and Dispensaries, Punjab;

Surgeon Major Annesley Charles Castriot DeRenzy, B.A., Sanitary Commissioner, Punjab;

Sardar Dyal Singh, Honorary Magistrate;

Denis Fitz Patrick, Esquire, Barrister-at-Law, Officiating Judge of the Chief Court, Punjab;

Reverend C. W. Forman, M.A.;

Munshi Ghulam Nabi, Judicial Extra Assistant;

Alexander Grant, Esquire, C.E., Engineer-in-Chief, Punjab, Northern (State) Railway;

Surgeon Major Robert Gray, M.B.;

Lepel Henry Griffin, Esquire, Deputy Commissioner;

Pandit Guru Parshad;

Syad Hadi Hussain Khan, Honorary Assistant Commissioner;

Raja Harbans Singh, Honorary Magistrate;

Kaur Harnam Singh, Ahluwalia;

Surgeon Major George Henderson, M.D.;

Major William Rice Morland Holroyd, Director of Public Instruction, Punjab;

Reverend W. Hooper, M.A., Church Mission Society;

Sodhi Hukm Singh, Extra Assistant Commissioner, Mir Munshi to the Punjab Government;

Raja Jahandad Khan, Ghakkar;

Agha Kalbabid, Honorary Assistant Commissioner;

Fakir Syad Kamr-ud-din, Honorary Magistrate;

Rai Bahadur Kanhya Lal, C.E., Executive Engineer, Lahore Division;

Khan Bahadur Khan Muhammad Shah, Honorary Magistrate;

Baba Khem Singh, Bedi, Honorary Magistrate;

Gotlieb William Leitner, Esquire, M.A., Ph.D., Barrister-at-Law, Principal, Government College, Lahore;

Charles Robert Lindsay, Esquire, Judge of the Chief Court, Punjab;

Major-General Robert Maclagan, R.E., Chief Engineer and Secretary to the Punjab Government, Public Works Department;

Lieutenant-Colonel Charles Alexander McMahon, Commissioner;

Diwan Manphul, C.S.I., Honorary Assistant Commissioner;

Lieutenant-Colonel Julius George Medley, R.E., Consulting Engineer to the Government of India for Guaranteed Railways, Lahore;

Philip Sandys Melvill, Esquire, C.S.I., Agent to the Governor General at Baroda;

John Andrew Erasmus Miller, Esquire, Secretary to the Financial Commissioner, Punjab;

Pandit Moti Lal Kathju, Honorary Assistant Commissioner;

Khan Bahadur Muhammad Barkat Ali Khan, Extra Assistant Commissioner;

Muhammad Hayat Khan, C.S.I., Assistant Commissioner;

Khan Bahadur Mir Muhammad Jan, Honorary Magistrate;

Rai Mul Singh, Honorary Assistant Commissioner;

Nasir Ali Khan, Kazilbash, Extra Assistant Commissioner;

Nawab Nawazish Ali Khan, Honorary Assistant Commissioner;

Surgeon Major Alexander Neil, Meteorological Reporter to the Punjab Government, and Professor, Lahore Medical School;

Captain Edward Newbery, Personal Assistant to Inspector General of Police, Punjab;

Babu Novina Chandra Rai;

Henry Edmund Perkins, Esquire, Deputy Commissioner;

Henry Meredith Plowden, Esquire, B.A., Officiating Judge of the Chief Court, Punjab;

Colonel Charles Pollard, R. E., Deputy Secretary to the Government of India, Public Works Department, Military Works Branch;

Baden Henry Baden-Powell, Esquire, Conservator of Forests, Punjab;

Khan Bahadur Rahim Khan, Honorary Surgeon;

Diwan Ram Nath, Extra Assistant Commissioner;

Lala Rami Lal, Honorary Magistrate;

William Henry Rattigan, Esquire, M.A. Ph.D., Barrister-at-Law, Officiating Government Advocate, Punjab;

Pandit Rikhi Kesh;

Raja Sir Sahib Dyal, K.C.S.I., Honorary Magistrate;

Rai Bahadur Sahib Singh, Honorary Magistrate;

Leslie Seymour Saunders Esquire, Commissioner, Ajmere; Surgeon Major John Barclay Scriven;

John Sime, Esquire, B.A., Professor, Government College, Lahore, and Principal of the Central Training College;

John Watt Smyth, Esquire, Barrister-at-Law; Deputy Commissioner;

Charles H. Spitta, Esquire, LL.B., Barrister-at-Law;

Thomas Henry Thornton, Esquire, D.C.L., C.S.I., Secretary to Government Punjab;

Surgeon Major Adam Taylor;

Major Isaac Peatt Westmorland, R.E., Examiner of Accounts, Punjab Northern (State) Railway;

Lala Wazir Singh;

Major George Gordon Young, Deputy Commissioner;

William Mackworth Young, Esquire, M.A., Settlement Secretary to Financial Commissioner, Punjab;

Khan Zia-ud-din Khan, Extra Assistant Commissioner;

being the first Chancellor, Vice-Chancellor and Fellows of the said University, and all the persons who may hereafter become or be appointed to be Chancellor, Vice-Chancellor or Fellows as hereinafter mentioned, so long as they shall continue to be such Chancellor, Vice-Chancellor, or Fellows, are hereby constituted and declared to be one Body Politic and Corporate, by the name of the University of the Punjab; and such Body Politic shall by such name have perpetual succession, and shall have a common seal, and by such name shall sue and be sued, implead and be impleaded, and answer and be answered unto, in every court of justice in British India.

3. The said Body Corporate shall be able and capable in law to take, purchase and hold any property, moveable or immoveable, which may become vested in it for the purposes of the said University by virtue of any purchase, grant, testamentary disposition, or otherwise; and shall be able and capable in law to grant, demise, alienate or otherwise dispose of all or any of the property, moveable or immoveable, belonging to the said University; and also to do all other matters incidental or appertaining to a Body Corporate.

4. The said Body Corporate shall consist of one Chancellor, one Vice-Chancellor and such number of *ex-officio* and other Fellows as the Lieutenant-Governor of the Punjab hath already appointed, or shall, subject to the provisions hereinafter contained from time to time by any order published in the *Punjab Government Gazette*, hereafter appoint, together with the Fellows appointed by this Act. And the Chancellor, Vice-Chancellor and Fellows for the time being shall constitute the Senate of the said University: Provided that if any person being Chancellor, Vice-Chancellor or Fellow of the said University shall leave India, without the intention of returning thereto, his office shall thereupon become vacant.

5. The Lieutenant-Governor of the Punjab for the time being shall be the Chancellor of the said University, and the first Chancellor shall be the Honourable Robert Eyles Egerton, Companion of the Star of India.

6. The first Vice-Chancellor of the said University shall be Gore Ouseley, Esq., Financial Commissioner of the Punjab. The office of Vice-Chancellor shall be held for two years only; and the Vice-Chancellor hereinbefore nominated shall go out of office on the first day of ... Whenever a vacancy shall occur in the office of Vice-Chancellor of the said University by death, resignation, departure from India, lapse of time or otherwise, the Lieutenant-Governor of the Punjab shall, by notification in the *Punjab Government Gazette*, nominate a fit and proper person, being one of the *ex-officio* or other Fellows of the said University, to be Vice-Chancellor in the room of the person occasioning such vacancy: Provided that, on any vacancy in the said office which shall occur by lapse of time, the Lieutenant-Governor of the Punjab shall have power to re-appoint the Vice-Chancellor hereinbefore nominated, or any future Vice-Chancellor, to such office.

7. The whole number of the Fellows of the said University, exclusive of the Chancellor and Vice-Chancellor for the time being, shall never be less than *fifty*; and whenever the number of the said Fellows, exclusive as aforesaid, shall by death, resignation, departure from India, or otherwise, be reduced below fifty, the Lieutenant-Governor of the Punjab shall forthwith, by notification in the *Punjab Government Gazette*, nominate so many fit and proper persons to be Fellows of the said University as, with the then Fellows of the said University, shall make the number of such Fellows, exclusive as aforesaid, fifty. Such nominations shall be made in accordance with the provisions of Section 8, but nothing herein contained shall prevent the Lieutenant-Governor of the Punjab from nominating more than fifty persons to be Fellows of the said University, if he shall see fit.

8. Fellows appointed by the Lieutenant-Governor of the Punjab shall be—
the Lieutenant-Governor.

(1) Such number of the officers of Government as he may see fit to appoint *ex-officio* Fellows.

(2) Persons who are eminent benefactors of the Punjab University, original promoters of the movements in favour of the establishment of the Punjab University College, or persons distinguished for attainments in Literature, Science or Art, or by zeal in the cause of education.

9. In addition to the Fellows already appointed or to be appointed by the Lieutenant-Governor of the Punjab, the representatives with the Government of the Punjab of those independent Chiefs who have contributed or who may hereafter liberally contribute to the endowment of the university are hereby appointed *ex-officio* Fellows for the time being, during their deputation as such representatives. This section applies to such representatives being deputed at the present time, and shall take effect in regard to the representatives who may hereafter be respectively deputed by such independent Chiefs without any notification in the *Punjab Government Gazette* being requisite.

10. The Lieutenant-Governor of the Punjab may cancel the appointment of any person already appointed, or hereafter to be appointed, a Fellow of the University, whether such person were appointed by the said Lieutenant-Governor or otherwise,

and as soon as such order is notified in the *Punjab Government Gazette* the person so appointed shall cease to be a Fellow.

11. The Chancellor, Vice-Chancellor and Fellows for the time being shall have the entire management of, and superintendence over, the affairs, concerns, and property of the said University; and in all cases unprovided for by this Act, it shall be lawful for the Chancellor, Vice-Chancellor and Fellows to

act in such manner as shall appear to them best calculated to promote the purposes intended by the said University. The said Chancellor, Vice-Chancellor and Fellows shall have full power from time to time to make and alter any bye-laws and regulations (so as the same be not repugnant to law or to the general objects

Bye-laws. and provisions of this Act) touching the examination for degrees and the granting of marks of honour for a high proficiency in the different branches of Literature, Science and Art, and touching the qualifications of the candidates for degrees and the previous course of instruction to be followed by them, and the preliminary examinations to be submitted to by them; and touching the mode and time of convening the meetings of the Chancellor, Vice-Chancellor and Fellows, and, in general, touching all other matters whatever regarding the said University. And all such bye-laws and regulations, when reduced into writing, and after the common seal of the said University shall have been affixed thereto, shall be binding upon all persons, members of the said University, and all candidates for degrees to be conferred by the same:

Provided such bye-laws and regulations shall have, through the Government of the Punjab, first been submitted to, and shall have received the approval of, the Governor General of India in Council.

12. All questions which shall come before the Chancellor, Vice-Chancellor and Fellows shall be decided at a meeting of the Senate by the majority of the members present; and the Chairman at any such meeting shall have a vote, and, in case of an equality of votes, a second or casting vote. No question shall be decided at any meeting, unless the Chancellor or Vice-Chancellor and fourteen Fellows, or, in the absence of the Chancellor and Vice-Chancellor, unless fifteen Fellows at the least shall be present at the time of the decision. At every meeting of the Senate the Chancellor, or in his absence the Vice-Chancellor, shall preside as Chairman; and in the absence of both, a Chairman shall be chosen by the Fellows present, or the majority of them.

13. The said Chancellor, Vice-Chancellor and Fellows for the time being shall have full power from time to time to appoint and, as they shall see occasion, to remove all examiners, officers and servants of the said University, and also to appoint by the votes of members of the Senate a Syndicate under such regulations as may be prescribed by the bye-laws framed in accordance with this Act; and

14. The said Chancellor, Vice-Chancellor and Fellows shall have Power to confer degrees etc., after examination—

(1) to confer the several degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Licentiate of Medicine, Doctor of Medicine, and Master of Civil Engineering;

(2) to confer such other degrees and to grant such diplomas or licenses in respect of degrees as may be appointed by any bye-laws made and passed in accordance with this Act; and

(3) to confer upon the candidates for degrees marks of honour for a high degree of proficiency in the different branches of Literature, Science and Art, according to rules to be determined by the bye-laws made and passed as aforesaid.

15. The said Chancellor, Vice-Chancellor and Fellows may likewise grant any academical degree to any person, honorary degrees, without requiring him to undergo any examination for such degree: Provided that the said Vice-Chancellor and not less than ten of the members of the Syndicate for the time being to be appointed under Section 13, exclusive of the said Vice-Chancellor, if a member of such Syndicate, certify in writing that in his and their opinion such person is, by reason of eminent position and attainments, a fit and proper person to receive such degree.

16. The said Chancellor, Vice-Chancellor and Fellows shall cause Examination for an examination for degrees to be held at least degree. once in every year. On every such examination the candidates shall be examined, either by examiners appointed for the purpose from among the Fellows by the said Chancellor, Vice-Chancellor and Fellows, or by other examiners so to be appointed; and on every such examination the candidates, whether candidates for an ordinary degree or for a degree with honours, shall be examined on as many subjects and in such manner as the said Chancellor, Vice-Chancellor and Fellows shall appoint.

17. At the conclusion of every examination of the candidates the Grant of degrees. examiners shall declare the name of every candidate whom they shall have deemed entitled to any of the said degrees, and his proficiency in relation to other candidates; and also the honours which he may have gained in respect of his proficiency in that department of knowledge in which he is about to graduate; and he shall receive from the said Chancellor a certificate, under the seal of the said University of the Punjab, and signed by the said Chancellor or Vice-Chancellor in which the particulars so stated shall be declared.

18. The said Chancellor, Vice-Chancellor and Fellows shall have Fees. power to charge such reasonable fees for the degrees to be conferred by them, and upon admission into the said University, and for continuance therein, as they, with the approbation of the Lieutenant-Governor of the Punjab, shall from time to time see fit to impose. Such fees shall be carried to one general fee fund for the payment of expenses of the said University, under the directions and regulations of the Lieutenant-Governor of the Punjab, to whom the accounts of Annual Accounts. income and expenditure of the said University shall once in every year be submitted for such examination and audit as the said Lieutenant-Governor may direct.

[Home-Edn A Progs, August 1877, No. 47.]

51

Minute by Sir Arthur Hobhouse, dated 5 April 1877, doubting the propriety of immediately introducing the measures proposed for raising the status of the Punjab University College to that of a University.

THE formal occasion of this Minute is an oral discussion in Council which took place at Delhi on the 1st of January 1877 respecting the erection of an University in the Punjab. The real occasion however is the necessity of considering in the Legislative Department how to frame a Bill for that purpose, and of preparing the requisite despatch to the Secretary of State in Council.

2. When the discussion took place at Delhi I expressed my dissent from the decision of the Government on the ground that the question was new to most of us, myself included, and that time and further information were necessary for us to determine it properly. I still regret that the matter was not left open. The proclamation of the Empress is assigned by the Senate of the Punjab University College as one of the reasons, and by the Lieutenant-Governor as the only reason, for making the change. It appeared to me then as it does now that such an event ought not to influence us in deciding matters of disputed policy, in which the only question is what course is most for the benefit of high education in India.

3. The answer given to the Senate is a simple assent to their prayer. There are however many things to be considered before it is determined what shape the proposed University shall take; and some two or three weeks ago, being then the Vice-Chancellor of the Calcutta University, I was authorized to make such enquiries as I desired through our officers. I accordingly directed their attention to various matters which seemed to me necessary to understand before we could determine the main characteristics of the University, and asked them to report in that sense and on the policy that it was resolved to erect an University of some kind.

4. I now append to this Minute a note prepared by Mr. Croft, the present Registrar of the Calcutta University, and concurred in by Mr. Sutcliffe, the late Registrar. The note seems to me a thoughtful and valuable one, and it ought to form part of the papers in this case. It will be seen that the officers in question think that, with the exception of an examining body, there is sufficient machinery in the Punjab for working the Punjab University College as an University on the same level with the three older Universities, and that they anticipate good results from such an experiment.

5. I must however confess myself to be exceedingly doubtful of this. It appears to me that the case made in the Senate's memorial does not vary in any substantial respect but one from the case made on previous occasions when the Government of India has refused to take the step now taken. The one point of difference is the number of students whom the Senate call undergraduates, being I suppose those who have passed their Entrance examinations. But it seems to me that this number has no bearing on the question whether the Punjab University shall grant degrees similar to those of the other Universities unless the students are of a class similar to those who aim at degrees in the other Universities.

6. It appears that at the Punjab University College they have examinations for Entrance, for Proficiency in Arts, and for High Proficiency in Arts, which answer to the Entrance, First Arts, and B.A. examinations in Calcutta. But the standard for the two classes of examinations is by no means the same. In Calcutta there has been a steady adherence to the important principle of requiring an adequate knowledge of English even for Entrance. In the Punjab English is not required for Entrance at all; it is only indirectly and incidentally necessary for Proficiency, and therefore a very imperfect knowledge of it may suffice for that certificate. For High Proficiency it is required by the course now prescribed, though it is not required by Statute, and may be set aside at any time. But it is absolutely impossible for any Examiner, whatever his ideal may be, to keep his mind unaffected by the general level of the papers he receives, and the standard of English, even for High Proficiency, cannot fail to be lowered by the circumstance that a direct examination in English is here required for the first time. Now, even for this lower standard of examination, the number of students who present themselves is, as I gather from Mr. Croft's note, very small.

7. The wish of the Senate is that they shall be erected into an University with precisely their present constitution, but with the added power of granting degrees the same in name as those granted by the older Universities. To this proposal it seems to me that, when the imposing number of 819 undergraduates is reduced to its true dimensions, the same objections exist as existed in 1869 and in 1873⁵⁷. I think also that there are other objections which should receive consideration.

8. One of the radical alterations effected by it will be this, that the University of Calcutta will be broken up into at least three Universities, each strictly subordinate to the Lieutenant-Governor of its own Province. We are going to erect the Punjab University College into an University. As I understand the constitution of the College, that means that the Lieutenant-Governor will have practically absolute power over the constitution of the governing body, and a veto upon every one of its proceedings, however minute. It is certain that if this is granted to the Punjab, it cannot be refused to the North-Western Provinces or to Bengal. Sir Richard Temple lost no time in applying for the same boon, as he considers it, that has been granted to the Punjab⁵⁸. It is not surprising that local authorities should be found to advocate such alterations; but the higher branches of the Government are bound to take a wider and more circumspect view. In my opinion the success of the Calcutta University has been in great measure due to the steady action of a corporate body not

identified with or subordinate to the Local Government. Lieutenant-Governors have no fly-wheel in the shape of a Council to steady their action, as is the case with Madras and Bombay. I do not know much about the working of those Universities, but I know enough about educational matters in Bengal to affirm that if the University had been subordinate to the Lieutenant-Governor, its course for the last few years would have been marked, not by steady progress, but by sudden and violent revulsions. I believe this part of the proposed change to be thoroughly unsound in principle.

9. Another radical alteration will be that we shall substantially, if not formally, merge the principal teaching and the principal examining body into one. Indeed I understand that one of the immediate results expected is that money will be forthcoming to establish Professorships. Anyhow the connection between the Lahore Colleges and the Punjab University College is so close that for the present purposes they may be considered identical. There is in my opinion much to say in favour of making Universities teaching as well as examining bodies. But surely there is nothing to be said in favour of erecting in the Punjab an University which both teaches and examines, while we refuse to do so elsewhere. Are we prepared to make all our Universities teaching as well as examining bodies? It may be right, but there is a great deal to think of before it is done. The contrary plan was adopted in 1857, and at present the Universities cannot become teaching bodies without an alteration in the law. Moreover it seems to me to be an essential condition of a successful union of teaching with examining, that the body which exercises both functions shall be large enough and varied enough for the Examiners effectually to check the teachers. Whether such a condition exists in Calcutta may be doubted; but I feel convinced that it does not exist in the Punjab, and cannot exist there for some time to come.

10. I have above adverted to the position of English teaching in the constitution of the Punjab University College. In my opinion it is impossible even under the course now prescribed to maintain so high a level of English teaching as is maintained by the Calcutta University, or to suppose that a Punjab degree in Arts will represent the same attainments with a similar Calcutta degree, any more than a certificate of High Proficiency now represents the same attainments with a B.A. degree. But even if this opinion is wrong, there is no guarantee that the present system will be maintained. If the notion be well founded that rich Native gentlemen will come forward with money, that money is much more likely to be given for Asiatic than for European learning. The two principles have always been striving for mastery at Lahore. Given a sympathetic Lieutenant-Governor

and a tempting offer by influential natives, what should prevent the Arts degrees from being conferred for purely Asiatic studies? Of course there are those who would quite approve of such a step. It seems to me however that the policy of our Universities has been right, and that its effect will be very much impaired by the creation of an University which may grant similar degrees on quite different grounds.

11. Furthermore it appears from Mr. Croft's history of events that the Punjab University College is doing very good work in its place, and doing just the work it was expected to do, by raising up a body of men who are likely in time to bridge over the gap between European knowledge and Asiatic brains, by creating a vernacular literature capable of conveying the one to the other. And I think we should mar rather than improve that work by according to the College the same ambitious position which its Senate desire to occupy.

12. The result of my consideration of the question is as follows. I believe the best thing would be to set aside the Resolution of the 1st of January⁵⁹ for the present, and to postpone the whole matter for some years. If that is not done, I should wish that the degrees which the new University is empowered to confer may differ in name from those conferred by the older Universities. If again that suggestion is rejected, I should wish that knowledge of English may be required by the Charter for every step towards a degree in Arts. I have no suggestions to make about the component parts of the governing body, because I do not know enough of Lahore society: but I think that there should be an executive body free from the minute control which the Lieutenant-Governor now exercises, and that the assent required to regulations, and the appointments of the whole Senate, should not be vested in a single man. I would also suggest that the University be made a purely examining body. There remains the greater difficulty about the individual examiners, which I do not see my way to meet by any contrivance in the Charter, unless it be the very awkward one that examiners be appointed by some extraneous authority, such as the Governor General in Council or the Syndicate of Calcutta.

13. I shall be glad if this Minute can be forwarded with the despatch which conveys the proposed Bill, or with any prior despatch on the subject.

The 5th April, 1877.

A. Hobhouse.

[Home-Edn A Progs, August 1877, No. 48.]

Minute of dissent by Hon'ble Sir Edward Clive Bayley, K.C.S.I., dated Calcutta, 2 March 1877, on the proposal for raising the Punjab University College to the status of a University.

I am, I regret to say, unable to concur in the recommendations of this despatch, for I regard them as reversing the policy of centralizing University influence which has hitherto obtained, and the continuance of which I sincerely believe to be essential to the success of high education in India.

2. It is, I know, argued by those who desire to see local Universities multiplied that such Universities will best adapt themselves to local requirements. I am unable to accept this argument as sound. It is no doubt true that the constitution of none of the existing Universities is faultless. They were unavoidably framed in almost entire ignorance of the peculiar requirements of an University system for India, but they have adapted themselves gradually to these requirements as experience has developed them. Nor do I know any reason for doubting that they will continue to do so.

3. On the other hand I may fairly say that the natural tendency of local Universities must be to adapt themselves quite as much to local and temporary prejudices as to local requirements.

4. Such local Universities must moreover, *ex-necessitate rei* be wholly under the influence, direct and indirect, of the Local Governments. It is notorious that the besetting sin of the Indian Government is the tendency to fluctuate which personal changes import into Government measures. And this tendency is peculiarly felt in Local Governments where so much depends on the opinion of the head for the time being of the administration. I may be pardoned for saying that within the last ten years the evil of this fluctuation has been distinctly exhibited in the matter of Vernacular education (which is still left in the hands of the Local Governments) in some parts of this Presidency. I believe—and my opinion is formed after many years' careful investigation of the subject—that the slow progress of Vernacular education which has hitherto been left entirely to Local Governments is due mainly to this cause.

5. I feel assured that the one thing essential to the steady progress of education, and particularly of high education, is the

maintenance of a consistent and permanent mode of treating it. And I feel also sure that for its adequate and uniform treatment the machinery of an independent and imperial institution is essential.

6. It is exactly because the Indian Universities have supplied this necessary machinery that their establishment has been followed by the rapid extension of high education and the gradual elevation of its standards, and it is precisely because the Local Governments have felt this independent influence and have chafed, not unnaturally, at its existence that they have consistently struggled for the creation of minor Universities under their own control. Hitherto, as I have said, the Government of India has resisted this pressure, and has maintained the principle of imperial and independent Universities. No doubt the erection of the Madras and Bombay Universities may be held to be, so far as it goes, a derogation, in theory, from this principle; it is one, however, which geographical and ethnological difficulties of a serious character fully justified, and for which other special reasons may be found. But any further departure from that principle cannot, I think, but be injurious to the best interests of education in India.

7. The time may come when "high education" has been so widely and firmly established throughout the country that it requires no longer any general or uniform guidance, and is beyond the reach of narrow local or temporary influences.

But this prospect can at best be hardly realized for many generations to come. Meanwhile the policy of imperial Universities is, I feel convinced, best suited to the present wants of India.

8. There are also three other objections to the establishment of local Universities, the two latter of which are especially likely to be felt at Lahore—I mean the *impolicy* of combining teaching with examining, the difficulty of finding suitable examiners, and the difficulty also of maintaining a standard of examination equivalent to that exacted in other Indian Universities. These objections were so forcibly set out in a Note by Sir Henry Maine⁶⁰ when the proposal for a Punjab University was first mooted that I venture to reproduce them here:

"I have insisted on the distinction between teaching bodies and examining bodies as being the only one which has any reality, because it certainly appears to me that the plan for a University at Lahore amounts to a proposal that the Punjab Educational Department shall be allowed to test its own results instead of having them tested by an external body much larger

than itself. Doubtless there are some of the results aimed at by the Punjab authorities to which the Calcutta University applies no tests whatever, because it does not consider them of any value; but still, on the whole, the ultimate aim of teaching in the Punjab must be much the same as in Lower Bengal, and by this project the Punjab Government seems to me to propose that its own teachers shall test the degree of their own success. This is surely very objectionable. Even in Calcutta we feel the difficulty created by the comparative smallness of the educated class outside the teaching body, and are too often driven to take our examiners from among educational functionaries who, though they may not exactly be sent to examine their own pupils in the very subjects in which they have instructed those pupils, have nevertheless necessarily formed opinions about them in their own lecture-rooms. This difficulty will be much greater in the Punjab. The advanced students are not numerous. The teaching body is but small, and I think it may be said without offence, that so far as the higher education is concerned, it has not been conspicuously successful, perhaps not wholly through its own fault. From this body the gentlemen who will confer the degrees of the Lahore University will have to be selected for a long time to come; for though assistance may occasionally be procurable from outside, functionaries in the Lower Provinces are too busy to be spared for Lahore, and I fear that, if their reports were unfavourable, they would be summoned inconveniently often. Nor is it the only drawback on the project that the educational officials in the Punjab would become judges in their own cause. The judgment pronounced would be ostensibly the same as the judgment pronounced by the Bengal examiners on the Bengal students. A B.A. or LL.B. of Lahore would rank with a B.A. or LL.B. of Calcutta. Now, a Bengali Bachelor of Arts or Laws may be a young man who has an unpleasantly good opinion of himself, but he has really proved that he possesses a considerable amount of genuine knowledge. These degrees are coming to be more and more recognised by the Government, the High Courts, and employers of various kinds, as guarantees of ability; and, indeed, if they did not possess an ascertainable value, few Natives would submit to the laborious preparation required for them. But now a new University is to be established in the Bengal Presidency with the power of conferring degrees colorably the same,—apparently even LL.B. degrees, which admit to the pleaderships of the High Courts without examination, and medical degrees which carry with them a license to practice. Already some inconvenience is experienced through the competition of Madras and Bombay degrees; but those universities are at a great

distance, and they are founded on the same general principles as the Calcutta University. But the Lahore University avowedly repudiates those principles, or many of them. I agree with Sir H. Durand⁶¹ that it is not easy to frame a clear notion of all its objects, but it is at all events admitted that some of them are not educational but political. In some way or other, though I am not altogether able to say in what way, the Punjab nobles are to be conciliated by the quality of the knowledge diffused, or by the method of imparting it. Even however, if I could be sure that the knowledge tested were of the same description as that tested by the University of Calcutta, I cannot, for reasons above stated, feel any confidence in the sufficiency of the tests. I venture, therefore, to express a hope that if this University be established, it will be compelled to give some new name to its grades, and will not be allowed to put into circulation coin, which I will not call base, but which for some time to come will be heavily alloyed—stamped with the same mint-mark as that issued by the Calcutta University.”

I feel that these objections are substantially as strong now as when Sir H. Maine wrote.

9. I wish further to remark on some other reasons which have been urged for the establishment of an University at Lahore. The first of these is the civilizing influence which it is hoped the new University may exercise in countries beyond our border. I cannot help considering this hope illusory. Rude, ignorant and fanatical, these races will long repel any educational influences from outside the border. Even when they begin to recognize the benefits of education, there is no reason to believe that an University at Lahore will exercise more influence than one at Calcutta. Whatever their faults otherwise, these races are manly and self-reliant. When once they leave home it matters little to them whither, or how far, they go in search of their object. At this moment the streets of Calcutta are crowded with them, and it may be remembered that the assassin of Mr. Justice Norman was shown to have quitted Cabul for the purpose of acquiring an adequate knowledge of Arabic, and that in pursuit of this he wandered from school to school and from Peshawar to Calcutta as he heard of better opportunities of attaining his desire.

10. The recent rapid extension of high education in the Punjab is urged as another reason for creating the University. But I have been unable to verify the statistics by which this asserted progress is supported. At any rate it has been usual hitherto to measure it by the number of undergraduates which the Province has produced; and, so far as this test can be applied, it does not bear out the result claimed to any material extent. As regards the Entrance or Matriculation

Examination in 1865-66, 75 candidates appeared of whom 23 passed; and in 1866-67, 81, of whom 22 only passed. I have not the statistics of the Entrance examination just concluded, but in 1874-75, 97 candidates only appeared of whom 43 passed. In 1875-76, 103 appeared of whom 54 passed.

11. But a fairer test is perhaps that of the First Arts Examination for this shows the students who are actually subject to University influence. Of these—

In 1865-66, 20 appeared of whom 10 passed.

In 1866-67, 17 appeared of whom 4 passed.

In 1874-75, 14 appeared of whom 11 passed.

In 1875-76, 15 appeared of whom 8 passed.

In this result there is certainly no very marked improvement. Indeed, it is an actual falling off from the statistics of 1870-71, when 20 candidates appeared of whom 15 passed.

12. Again, it is urged that the creation of minor Universities was contemplated by the Educational despatch of 1854 as indicated in the paragraph quoted on the margin of the despatch. This passage, however vague in itself, was written at a time when the particular character which Indian Universities should assume could in a great measure be matter of speculation only, and it should not, therefore, be now held binding as a direction of policy. Nor do I agree, as is further urged, that there has been any distinct promise held out of the creation of a Punjab University. I do not understand that the language used amounts to such a promise; at any rate such action was made contingent on a success which, as shown above, I think cannot be fairly claimed.

13. For all these reasons I was constrained to dissent from the Resolution on which the present despatch is founded, though personally sincerely desirous that the important and auspicious event which was made its occasion should be commemorated as worthily as possible.

14. And now, as I have had the honour of being associated for fifteen years with the Educational Department of the Government of India, and have had, moreover, six years' practical experience as Vice-Chancellor of the working of the largest of the three existing Universities, I feel that I should not do my duty, if I allowed what I deem to be the reversal of the cardinal principle of the policy connected with high education which has, since 1857, guided the Government of India, and which I believe to be essential to satisfactory

future educational progress of the country, to pass without a formal dissent, though, having regard to the circumstances of the case, I do so with much regret.

The 2nd March, 1877.

E. C. Bayley.

[*Home-Edn A Progs, August 1877, No. 49.*]

53

Minute by the Hon'ble Sir Alexander John Arbuthnot, K.C.S.I., dated 9 July 1877, favouring the proposal to establish a University in the Punjab.

I wish to say a few words with reference to the minutes recorded by our colleague Sir Edward Bayley and by our late colleague Sir Arthur Hobhouse on the proposal to establish a university for the Punjab. In the course of the discussion which took place on this subject at Delhi, I stated how materially education, and especially high education, had been promoted both in Madras and in Bombay by the establishment of universities in those Presidencies. A perusal of what has been written about the University College at Lahore confirms me in the impression that a somewhat similar result will follow in the Punjab from the establishment in that Province of a university empowered to confer degrees similar to those conferred by the three existing Indian universities. The arguments which have been advanced against the measure are—

1st. The alleged inferiority of the standard which is likely to be represented by the degrees of the Punjab University.

2nd. The alleged difficulty of constituting at Lahore a governing body possessing the requisite amount of independence and consistency of action.

3rd. The alleged difficulty of finding in the Punjab competent examiners unconnected with the colleges and schools to which the pupils belong.

In regard to the first of these arguments, I would observe that although the standard represented by a degree in arts of the University of Lahore may, and probably will be different from the standard represented by a degree in arts of the University of Calcutta,

it does not follow that it will be inferior. The standard will be different, inasmuch as it will represent a less varied course of study, and inasmuch as a greater prominence will be given to the study of oriental languages, and to knowledge acquired through this medium, than is given elsewhere; but it does not follow that it will be inferior. On the contrary, I cannot but anticipate great benefit to the cause of sound education in the establishment of at least one Indian university wherein will be recognized that separation of studies, and that equal encouragement of alternative branches of learning to which Mr. Croft draws attention in his excellent note, and which has worked so well in the case of the two ancient universities of our own country. It is a common, and by no means unfounded complaint, that the knowledge of university graduates in India is superficial owing to the great variety of subjects embraced in the university course, that in fact the model of the University of London has been too slavishly followed at Calcutta, Madras and Bombay. The failure of these universities to produce any marked impression upon the vernacular literature of the people is also a fact which cannot be too greatly deplored. It is surely advisable to try the experiment of establishing at least one institution on a different plan, which to use the words of Mr. Croft, "may encourage a continuous stream of students who by the limitation of their special studies (after English and a classical language) to some one branch of knowledge for which they may display the highest aptitude will be capable of attaining a high degree of proficiency therein, and of becoming the exponents of western science to their countrymen." There is, however, one suggestion made by Sir Arthur Hobhouse which, I think, should be acted on, viz., that a knowledge of the English language should be required by charter for every step towards a degree in arts. I entirely concur with our late colleague in the importance which he attaches to the study of English as a language by all our university students, and I see no reason why this should not be demanded at the Entrance examinations of the Punjab University, as well as at those of the other Indian universities.

On the two other points to which the objections of those who oppose the establishment of the proposed university principally refer, I am unable, from want of local and personal knowledge, to write with equal confidence; but I observe that, while admitting that the "official element" in the Senate of the present University College "is strong," and that the wishes of the Punjab Government may be expected to dominate the action of the university, Mr. Croft remarks that "the native element is almost equally strong; it has shown great enthusiasm and great liberality," "there is also a strong and independent body of European gentlemen, and on the whole the con-

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stitution of the Senate seems to furnish sufficient safeguards against the besetting danger of a local university, namely, sudden changes of policy resulting from changes in the head of the Government."

"The source of danger," Mr. Croft adds, "will not be conspicuously present in the Punjab University, partly from the varied composition of its Senate, but chiefly from the fact that its governing idea has been, and will probably continue to be, the separation of studies and the equal encouragement of alternative branches of learning." My impression is that the safeguards against any violent oscillations of educational policy will, in practice, be found to be quite as great at Lahore as at Madras, notwithstanding the check which, at the latter place, is brought to bear on the exercise of whims or crotchets of the Governor by the existence of his Executive Council. The invariable tendency of governing bodies of the nature of a university senate or other educational board is to assert their independence, and to regard with jealousy anything approaching to undue interference on the part of the executive Government; and I do not think that there are any grounds for asserting that the senate of the projected university will be found wanting in these qualities.

The provision of competent examiners unconnected with the schools and colleges in which the students are educated is, I dare say, a more real and practical difficulty; but here again I question whether the difficulty will prove to be greater than that which has been experienced at Madras. At present examiners are appointed to conduct the examinations of the University College from the Educational Departments of other Provinces. There is no reason why this practice should not be continued to such extent as may be necessary; but I doubt not that in the Punjab, as in Madras, the public service of the Province including, as it does, university men of high attainments, will supply a certain proportion of the examiners. I cannot think that this objection is one which ought to be considered to outweigh the, as I venture to think, manifest advantages to completing the educational machinery of this frontier Province, and relieving its students from the disadvantages under which they at present labour, owing to the distance of the only university in which they can obtain degrees.

The 9th July, 1877.

A. J. Arbuthnot.

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Note by Mr. A. W. Croft, Registrar of the Calcutta University, dated 20 March 1877, tracing the history leading to the establishment of the Punjab University College and stating that, with the exception of an examining body, there is sufficient machinery in the Punjab for working the College as a University on the same level as the three older Universities.

THE special objects put forward by the original promoters of an Oriental University for the Punjab were—(1) to encourage the enlightened study of the oriental classics; (2) to promote the study and acquisition of European science through the medium of 1865. the vernacular, and to improve and extend vernacular education generally; and (3) to associate the learned and influential classes of the Province with the officers of Government in the promotion and supervision of education. At the same time, a certain amount of recognition was to be afforded to English as a language. In the appointment of Professors to the new colleges to be founded at Lahore and Delhi, preference was to be given (*caet. par.*) to those who possessed a knowledge of English; and separate instruction in that language was also to be given by the Principal of each College. But a knowledge of English was not regarded as essential. The University proposed to give prizes and certificates of various kinds for proficiency in language or in science, attainable by those who were ignorant of English. In connexion with these certificates the grant of degrees was steadily kept in view: but the titles suggested were those of Pundit, Maulavi, and the like. The object proposed was the establishment of a University for the study of Eastern languages, and of Western science through the vernaculars; so that the student of English, should any arise, might find that the only subject remaining to complete his studies was that of English as a language merely. It was proposed, in fact, to supplement rather than to supersede the efforts of the Education Department and of the Calcutta University, which were directed to the spread of education on a basis mainly English, and which were said to fail in securing the sympathy and interest of the people⁶².

In 1867, the British Indian Association at Allyghur, in memorialising the Government for a separate University for the North-Western Provinces, put forward the proposal that "degrees now conferred on English students for proficiency in various departments of knowledge, be likewise conferred on the student who successfully passes in the same subjects in the vernacular." The Government of India, in replying to that memorial, refused the request on the ground that the vernaculars of the country did not as yet afford the materials for conveying instruction of a high order. The creation of a vernacular literature that should satisfy this condition accordingly became the object to which the attention of those interested was thenceforward chiefly directed.

The Education Department of the Punjab now took up the question. In their judgment (which was also that of the Government of the Punjab) it had become necessary, until a class of men capable of originating a vernacular literature should have been trained up, to modify the original proposals by a fuller recognition of the necessity of English as the only language through which, for the present, scientific instruction could be given. Accordingly, as a temporary expedient, and in anticipation of a separate University for the Punjab covering the ground now occupied by the Calcutta University, it was suggested that it would be for the present sufficient if that University would consent to modify its course so far as to give greater prominence to Arabic and Sanskrit, and to recognise Urdu as a medium of examination for Entrance, and also for First Arts (in all subjects except English) as soon as the necessary text-books were forthcoming. Further, that for the degree of B.A. a candidate should be examined in—(1) a classical language, (2) one of a number of optional subjects, scientific and literary, the English language being one. In this examination English was to be the medium, except in the oriental classics; and the standard in all subjects was to be raised in order to make up for the reduction in their number. These concessions the Calcutta University refused to make.

At this time, therefore, the three bodies interested in educational reform seem to have regarded the question from three distinct points. While all agreed in the main features of the scheme, the motives which inspired them and the character of the changes proposed were widely different. The Allyghur Association wished to replace the Calcutta University by a local university teaching precisely the same course through the vernacular, and conferring the same degrees. The Punjab Education Department, fully aware of the fact that a vernacular literature of the kind required did not exist, and could not be

made to order, desired gradually to achieve this end by the timely establishment of a university covering the same ground as that of Calcutta, with a course for the B.A. degree, so modified that its graduates, trained alike in English, in the native languages, and in science, should on the one hand be at least as well educated as those of the Calcutta University now are, and on the other should constitute a body of men capable of creating a high order of vernacular literature. The Punjab Literary Societies, on the other hand, while they regarded the creation of a good vernacular literature as one of their chief objects, yet remained steadfast to their original design of fostering the independent study of oriental languages and literature,—an object to a certain extent lost sight of by the Allyghur Society. In regard to English, while the Punjab Societies regarded the study of that language as of the highest value to the Indian student whose mind had been thoroughly disciplined by the study of his national classics, yet English was only the complement, and not an integral part, of that education which the promoters of the Oriental University had in view. In fact, the Calcutta University was declared to be unsuited to the requirements of the Punjab, since it "insisted on a considerable knowledge of English as a *sine qua non* for matriculation, and the obtaining of degrees; and afforded by its course of study little encouragement to the cultivation of the oriental classics, and none to the formation of a modern vernacular literature." The objects of the two universities were described as "different, but not antagonistic;" and the Lahore University proposed to give 'degrees' (whatever might be exactly meant by that term) to students ignorant of English. At the same time, the success of the University required that its teaching should be on the European system, and should not be allowed to degenerate into the old oriental methods.

The objects proposed by the Education Department and the Lahore Society were, however, shortly afterwards amalgamated. At a meeting at which the constitution of the proposed University was discussed, it was resolved—

"(1) that education be conveyed, as far as possible, in the vernacular:"

"(2) that while the highest honours of the University be reserved for those who attain the highest form of education, which, it is admitted, can only at present be attained by those possessing a thorough knowledge of English, the University shall also recognise and honour literary merit and learning, in the case of those unacquainted with the English language."

It was also decided that the University should be a teaching as well as an examining body; that the instruction should be on the

professorial system; and that the University should take up the training of the students from the point at which the Government colleges left it off.

The Punjab Government, in forwarding these proposals, stated the objects of the projected University to be:— “to afford encouragement to the enlightened study of the oriental languages and literature, the improvement and extension of the vernacular literature of the Punjab and its dependencies, and the diffusion of Western knowledge through the medium of the vernacular.” The University was to be empowered— “to confer, after examination, degrees of honour and diplomas for proficiency in literature and science:” and this condition was more fully explained to mean (1) that a thorough acquaintance with the vernacular was to be an indispensable condition for the attainment of any degree or prize; (2) that proficiency in a classical language, and a thorough acquaintance with English, should be necessary conditions for obtaining the highest honours; (3) that proficiency in literature and science without English should also be recognised, provided such attainments included history, geography and the like subjects of European education, so far as they might be attained through the vernacular; and (4) that proficiency in English alone, without a classical language, should also be honoured. [The last condition would provide for such a curriculum as the B.A. course of the Calcutta University; but it never seems to have been carried into effect, and is altogether out of harmony with the general purpose of the Punjab University.]

It was also asked that the University should be empowered to spend its income in remunerating examiners, in establishing scholarships and fellowships tenable by persons undertaking to devote themselves to the pursuit of literature and science in the interests of the vernacular languages, in giving rewards for translations and original treatises, and in establishing or subsidising colleges in connexion with the University.

The Government of India, in reply, acknowledged the soundness of the general principles on which these proposals were based. At the same time it abstained from any expression of opinion upon the specific proposal to “duly recognise and honour” (whether by the grant of degrees or otherwise) proficiency in oriental classics merely, beyond the statement that “Government ought to afford every practical encouragement” to their study. The refusal to grant a separate University to the Punjab, as distinguished from the whole of Upper India, was based on quite independent grounds, namely, the small number of students (by which was meant the small number of those reading the Calcutta University course in the Lahore and Delhi

Colleges), and the difficulty of finding an independent body of qualified examiners. It appears, therefore, that what the Government of India had in mind at this time was a University which should supersede the Calcutta University on its own ground; which should promote, by the grant of degrees, the same kind of education as that undertaken by the Calcutta University, only so far modified as to be of greater service towards fostering the growth of a national literature; and which should at the same time give vigorous but undefined encouragement to purely oriental studies.

The offer to establish a common University for the North-Western Provinces and the Punjab was rejected by the Government of the latter Province on the ground that one of its chief objects, 1869.

namely, the promotion of education through popular enterprise and effort, would thereby be frustrated. At the same time that Government was willing to accept a University of lower status than those of the three Presidencies, with power to confer honours of a more unassuming nature. Even should it be necessary, at the outset, to lower the standard of examination for the honours it proposed to confer, the Punjab (it urged) would be the only Province affected, even temporarily. By this it appears to have been meant that the titles proposed for successful students were not to be identical with those given by other Universities in India; for had they been identical, the value of all would have suffered from the degradation of any. The Supreme Government, however, understood the meaning to be that the Punjab Government waived the right of conferring any degrees whatever. Accordingly the projected University was replaced by a “University College,” with the right of granting certificates, but not degrees, until the number of students and the power of teaching in any branch of study should warrant the gift of the privilege.

In conferring these powers upon the “Punjab University College,” as it was thenceforward called, the Government of India imposed the following conditions:—

(1) that the study of English should not only form one of the most prominent features of the teaching in any of the colleges or schools which might be connected with the proposed institution; but that both teaching and examination, in subjects which could not with advantage be carried on in the vernacular, should be conducted in English;

(2) that although certain subjects might and would be taught in the vernacular, nothing should be taught which should interfere with instruction in sound principles of mental and physical science.

Accordingly, the statutes of the University College, as sanctioned by the Government of India, included the provision previously mentioned, "for duly recognizing and honouring proficiency in literature and science in the case of those *unacquainted with English*, provided such attainments were combined with a fair acquaintance with the more important subjects of European education, such as history, geography, etc., so far as such acquaintance was obtainable through the medium of the vernacular."

The University College having obtained a constitution, its operation was divided amongst the faculties of arts, oriental languages, law, medicine, and engineering. Schools teaching the last three subjects were affiliated or projected; the oriental school was expanded into a college; and the Government colleges at Lahore and Delhi were affiliated and aided. In the faculty of arts, the University College held its own examinations (in addition to those held by the Calcutta University for other students of the same colleges), and awarded certificates to those who passed. These examinations were severally called the Entrance, First Arts, and Associate in Arts examinations, but it was allowed that the standards were lower than those of the corresponding examinations of the Calcutta University. In law, the stringency of the examinations was enhanced. In medicine, in addition to the examinations in English, further provision was made for the vernacular examination of native practitioners (Hakims and Baidis). Rules were passed for granting certificates in Civil Engineering. In oriental languages, examinations for the certificates of Maulavi and Munshi of various grades were held, and certain aided schools affiliated.

Lastly, in 1874, the standard of the three examinations in arts was considerably raised, and the examinations were called—(1) Entrance; (2) Proficiency in Arts; (3) High Proficiency in Arts; and the Lahore and Delhi Colleges undertook to prepare (as they still prepare) students for the examinations of both Universities. A number of scholarships and fellowships were founded by private benefactions for the promotion, partly of oriental, partly of European, science, but chiefly of the former.

The functions of the newly created Oriental College at Lahore were still further expanded. Besides affording instruction in the three oriental languages, Sanskrit, Arabic and Persian, to the highest standard imposed by the University College, it undertook to teach mathematics, history, geography, etc., through the vernacular, and English up to the

standard of High Proficiency in Arts. It does not appear, however, that any student of the Oriental College has yet passed a higher examination than Entrance for which a knowledge of English is not required.

University examinations have been held in all the faculties, including engineering, as well as for Hakims and Baidis in the oriental side of the medical faculty. In the year 1876, 389 students were examined in all branches, of whom 170 were successful. At the close of the same year, the number of affiliated institutions had increased to 16, as shown below:—

In arts	..	2
In oriental languages	..	11
In law	..	1
In medicine	..	1
In engineering, the classes at Hoshiarpur, Guzerat, Amritsar and Lucknow [Lahore]		[1]

From the foregoing sketch of the history of the University⁶³, it is clear that, while the leading idea of the institution as originally projected was the cultivation of the oriental classics and the vernaculars of India, yet that idea was afterwards largely modified, mainly through the influence of the Punjab Government, by the inclusion of European literature and science. The Government of India, in the correspondence that it has carried on with the projectors of the Punjab University, has never given countenance to the principle that degrees (as distinguished from diplomas or certificates) should be given, either to mere students of the oriental classics, or to those who have learnt European science through the vernacular only. But it is not quite clear how far the principle affirmed by the Government has been accepted by the authorities of the University. The faculties of arts and of oriental languages are by them sometimes treated as two, sometimes as one. The rules speak of "the faculties of arts, law, medicine and engineering with a sub-faculty of arts for oriental languages;" and similarly, the examinations in arts include a "general section" and an "oriental section." Hence, when the University authorities ask "that degrees may be conferred, if necessary, in arts alone," on the ground that the certificates in law, medicine and engineering are already sufficiently prized, it becomes necessary to determine whether the concession, if made, should include within its scope the oriental side of University studies; whether, for example, the degree of Master of Arts should be given to one who is entirely ignorant of 'the arts,' as commonly understood in relation to University studies.

The Education Despatch of 1854 provides for (para. 24) "the establishment of Universities in India, which may encourage a regular and liberal course of education, by conferring academical degrees as evidence of attainments in the different branches of Art and Science." In para. 38 it is provided that the scheme of Education in Oriental (as distinguished from Anglo-vernacular) Colleges shall include "sufficient instruction in the English and vernacular languages, so as to render the studies of each most available for that general diffusion of European knowledge which is the main object of education in India." It will hardly be contended that the oriental side of the Punjab University fulfils these conditions; more especially when it is stated that, while an express stipulation was made that history, geography, &c., should form part of the oriental course, yet the examinations, as hitherto held, have not included these useful subjects. At the same time, no one has contested the advantage, or even the duty, of encouraging the study of the classical languages of India, by such other means as may be open to the Government. Studied, as the Punjab University professes to study them, after European methods, they cannot fail to promote the advancement of literature and of philology; nor is the effect they will have upon the vernacular languages of India, in enriching and strengthening those vernaculars so as to fit them for the future purposes of literature and science, to be regarded as in any way less important. But for the present they must, in the eyes of the Government of India, be treated as handmaids to European science; and as appendages merely to any University whose declared function it is to discipline and strengthen the Eastern mind by the learning of the West.

The question of allowing degrees to those who have been instructed, by means of the vernacular, in a course of study analogous to that imposed by the Calcutta University, English alone excepted, is one of greater interest, though not of immediate practical importance. It will be a very long time before a series of text-books, up to the required standard of European science, can be furnished by the vernaculars of India. Still, that is an end to which all look forward, and it is one which the constitution of the Punjab University, in its faculty of arts, is eminently calculated to achieve. By its wise provision that a candidate for the High Proficiency shall be required to know only the English *language*, an oriental classic, and one branch of science or philosophy; by its allowing a period of two years for those who wish to continue the special study of the subject they have chosen up to the examination for Honours; and above all by its proposal to establish fellowships to be given to those who may devote themselves to the still further study of their subject—by all these means it may be hoped that a body of men will be gradually trained, whose

minds are stored with European knowledge, and who will, without pressure or forcing, give utterance to the thoughts that are in them for the benefit of their fellow countrymen. To quote a memorandum on this subject by Mr. Aitchison,⁶⁴ "it is impossible to create or enrich a language by direct effort; but we can do it by enriching thought, which will of necessity find for itself expression." The mistake of the Allyghur Association has been to suppose that perfunctory translations of books, which themselves comprise and measure the whole knowledge of the translator, could effect the purpose. To translate a book—much more to put forward an original work—requires for its due performance far greater knowledge of the subject than appears in the completed result. It is to be regretted that the Calcutta University has not made sufficient use, in this relation, of the Premchand Studentships.

But looking forward to the time, now far distant, when there shall be vernacular text-books for every subject that may be prescribed for the B.A. degree, would it then be right to bestow that degree on students trained through the vernacular only, and ignorant of English? Considering the primary and permanent objects of Indian University education, it seems probable that this question should be answered in the negative. These objects are declared to be the training of a body of educated men fitted for responsible duties in the public service, and the diffusion of European knowledge amongst the people of India. The first object would obviously not be fulfilled by the proposal: high Government officials must know English. The second object, that on which the Punjab University lays most stress, would in like manner be partially frustrated by the proposal. To offer the degree of B.A. to those ignorant of English, would practically be to compel all candidates for that degree to study the vernacular instead of the English course: competition would force them to choose the easier. If so, the scientific advancement of the people subjected to such conditions would be arrested at that point. The vernacular text-books then in existence would constitute the whole body of knowledge thenceforward attainable, since no students of English would arise to hand on the lamp. The intellect of successive generations, so far as University training can mould it, would be stereotyped, and the possibility of national progress destroyed at the moment of its greatest promise.

The facts of the case therefore seem to point to the establishment of a University on the model of the Calcutta University, so far as it requires a knowledge of English as a condition for the B.A. and higher degrees; but differing from it in two important conditions: *First*, in the addition of an oriental side for the cultivation

of the classical languages upon the modern system; and for the grant, after examination of those titles (such as Maulavi, Sastri, &c., as now given) which are traditionally connected with learning of that order, but which are often appropriated at will without discrimination and without authority. If to such condition could be added a modicum of European knowledge in history, geography and mathematics, so much the better. But the present race of teachers are not generally competent to impart such instruction; and it might be better, keeping its usefulness always in mind, to defer the necessity for its introduction until the oriental department of the University had established itself in the affectionate regard of the learned and of the upper classes; and until a new race of teachers had been produced to whom the new subjects would cause no difficulty. *Secondly*, the new University would be distinguished by the constant endeavour to supersede English by the vernacular in all courses of study, and in all examinations, below those for the B.A. degree. An outline of the tests now enforced for the different examinations is given below:—

I. ENTRANCE

1. A vernacular language;
2. A classical language;
3. History and geography;
4. Elementary mathematics;

besides which a student is at liberty to take up one or more of the following:—

1. English;
2. A second classical language;
3. Elementary physics;

the total percentage of marks required being reduced if a student takes up more subjects than the compulsory four.

II. PROFICIENCY IN ARTS

1. A classical language;

2. } Any two of
 3. }
- | | |
|---|---|
| { | history;
mathematics;
a branch of philosophy;
a branch of natural science; |
|---|---|

besides which a candidate may take up one or more of the following:—

1. English;
2. A second classical language;
3. A second branch of physical science.

(For the present it will be noticed that English is practically compulsory upon all candidates for this examination, since the vernacular text-books do not as yet exist).

III. HIGH PROFICIENCY IN ARTS

1. English;
2. A classical language;
3. Any one of the following:—
 - Mathematics;
 - A branch of physical science;
 - History and Geography;
 - Philosophy;
 - Political economy.

besides which a candidate may, if he chooses, take up—

1. A second classic;
2. A second of the subjects named under head (3).

IV. HONOURS IN ARTS

Within two years after the High Proficiency examination, a candidate may offer himself for Honours in one or more of the following subjects:—

1. Languages;
2. History;
3. Mental and Moral Philosophy;
4. Mathematics, pure and mixed;
5. Natural and Physical Science.

The whole scheme of these examinations is admirable. In the first place, by making English an optional subject for all examinations under that for the B.A. degree, it will give (the supply of text-books being supposed) every good Madrasah and high class

vernacular school in the country, a constant inducement to study up to the standard of the Proficiency examination. The effect of this will be to spread a sound knowledge of history and geography, of mathematics, and to some extent of physics, far more widely than can under present conditions be expected. In the second place, the Government Colleges, and any others that may teach English, will supply a continuous stream of students who, by the limitation of their special studies (after English and a classical language) to some one branch of knowledge for which they may display the greatest aptitude, will be capable of attaining a high degree of proficiency therein, and of becoming the exponents of Western science to their countrymen.

There is little doubt that for a long time the number of candidates for degrees in arts will be small. The memorial presented to the Viceroy speaks of 819 under-graduates of the University; but it will of course be understood that this includes students in all faculties. The number of students that may be expected to read for the degree in arts may be approximately determined. At present they are confined to the colleges of Lahore and Delhi, now amalgamated into one at Lahore. In the earlier years, 1871 to 1873, the number of students who passed what was then called the First Examination in Arts, averaged 20 yearly. The standard having been raised, the number of candidates, and of successful candidates, fell proportionately; and those who passed in 1875-76 were, 3 for the Proficiency, and 4 for the High Proficiency examination. (Those who passed the Entrance examination in the same year were 75; but, as above explained, English is not required of these candidates). At the examination of 1876-77, the numbers had considerably increased. From private information (which does not profess to be quite accurate) it appears that, besides nearly 200 Entrance candidates, there were about 40 for the Proficiency, and 10 for the High Proficiency examination. In addition to this class of candidates there must also be reckoned all those students of the same colleges who have hitherto read for the Calcutta examinations. These have, for the last three years, averaged 16 for the First Arts, and 8 for the B.A. examinations. Further, one of the chief objects proposed by the University is the grant of scholarships to enable good students to read in the Government Colleges. The paucity of candidates for the only examination upon which degrees in arts are to be given, or indeed for which degrees are now demanded, is no doubt the weak feature of the scheme. But there is just as little doubt that to grant to the Punjab a University with full powers, would be to take the most effectual step towards increasing the number of candidates.

The teaching power of the colleges is just as effective as it is in Bengal. The proportion of successful candidates from the Punjab is higher than the average of those examined by the Calcutta University in the First Arts examination, and quite as high for the B.A. degree. As soon as the right of conferring degrees is affirmed, the University proposes to establish Professorships carrying on the teaching from the point at which the colleges leave it off. The success of a Punjab student at the recent Premchand examination shows that teaching material of the highest order is not wanting. And the amalgamation of the two Government colleges will concentrate its force.

The provision of boards of examiners presents some, but no insuperable, difficulty. The Education Department of the Punjab is altogether occupied in teaching the candidates, and it has been wisely resolved that they should not undertake the additional functions of examiners. This restriction it would be advisable to maintain. At the same time, the public service of the Punjab outside the Department cannot be always counted on for a supply of competent examiners. Ignorant as they must be of the mental habit and the range of knowledge of the Indian student, the standard could not but vary widely and most injuriously from year to year. It will be necessary therefore to continue the existing practice of appointing examiners from the Education Departments of other provinces. The difficulty in this case is that those examiners are not generally acquainted with Urdu, the vernacular in which the majority of the candidates write their papers. This has been overcome by allowing to Bengal examiners additional remuneration for the services of a skilled translator; and the results are said to have been quite satisfactory.

It may perhaps be doubted whether there might not be a constant temptation to lower the standard of examination, in order to increase the number of successful candidates, and thereby to spread more widely the benefits of University education. But the standards have been raised within the last few years by the spontaneous action of the Punjab authorities; and the instructions given to examiners in the present year were "to make the standard the same as that of the Calcutta University." If the examiners are still to be appointed from outside the Punjab, the danger will practically disappear.

No reference has here been made to the faculties of law, medicine and engineering. I am not competent to offer any opinion upon the standards prescribed, or upon the means that may exist for teaching and examining. But this is not a pressing question;

the Punjab authorities are not specially anxious for the right of conferring degrees in those faculties; and it might be made the subject of future discussion. There can be no question that the grant of degrees in those faculties must follow that of degrees in arts: the only point to be determined is, whether at this moment the University has reached, in those faculties, the same degree of strength as in arts.

The Senate, as it is at present constituted, is a body quite strong enough for the efficient government of the University. Naturally, the official element is strong; and the wishes of the Punjab Government may be expected to dominate the action of the University. But the Native element is almost equally strong; it has shown great enthusiasm and great liberality; and one of the objects most successfully achieved by the promoters of the University has been the association of Native Chiefs and gentlemen with the officers of Government in the active control of education. There is also a strong and independent body of European gentlemen. On the whole the constitution of the Senate seems to furnish sufficient safeguards against the besetting danger of a local University, namely, sudden changes of policy resulting from changes in the head of the Government. This danger has been recognised in Bengal, where the tendencies of different Lieutenant-Governors have often oscillated violently in the direction of literature or of science. But this source of danger will not be conspicuously present in the Punjab University; partly from the varied composition of its Senate, but chiefly from the fact that its governing idea has been, and will probably continue to be, the separation of studies, and the equal encouragement of alternative branches of learning.

The 20th March, 1877.

A.W.C.

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Secretary of State for India requested to sanction the necessary legislation for the purpose of raising the Punjab University College to the status of a University with powers to confer degrees.

No 6 of 1877

GOVERNMENT OF INDIA

HOME DEPARTMENT

[Education]

Simla, the 16th August 1877.

TO The Most Honourable The Marquis of Salisbury, Her Majesty's Secretary of State for India.

My Lord Marquis,

We have the honour to forward the correspondence specified in the margin, from which it will be seen that on the 25th December

last, the Punjab Government from the Government of the Punjab, No. 430 C, dated 25th December 1876, and submitted a memorial from enclosure.

Home Department Resolution No. 39 C, the Senate of the University dated 1st January 1877.

From the Government of the Punjab, No. 2740, dated 7th July 1877, and enclosed Bill to establish and incorporate the University of the Punjab.

that on the occasion of the assumption by Her Most Gracious Majesty of the title of Empress of India, the college might be raised to the status of an university and empowered to confer degrees; and that we have, on the recommendation of the Government of the Punjab, expressed our approval of the measure.

2. The circumstances under which the Punjab University College was founded were reported in our despatch of

the 10th June 1869, in reply to which the Duke of Argyll expressed* his cordial concurrence in our proceedings, and held out the promise that the institution, if attended with due success, might

hereafter be expanded into an university. In July 1872 the Punjab Government claimed the fulfilment of this promise** and urged us to empower the university to confer degrees, alleging the disappointment that would be felt in the province if the

recommendation were disallowed. We were unable, however, after careful consideration, to accept the proposal which, as we informed the Lieutenant-Governor, we could not but consider premature. On the recent occasion the Senate again urged the promise of 1869, and reported that the number of undergraduates had increased from 46 in 1870 to 819 in 1876, the number of examinees from 70 to 435, the number of affiliated schools from three to sixteen in different parts of the province, that the influence of the new university would extend beneficially beyond the limits of the Punjab, that the concession would deeply gratify the upper classes of the province and give a new impetus to education.

3. Our deliberations were necessarily somewhat hastened by the fact that the occasion on which orders were required was imminent, and because the concession which the local Government had assured us would be gratefully received by the upper classes of the province would, if refused then, have been indefinitely postponed; we therefore decided that we ought to accede to the Punjab Government's application.

4. The considerations which led us to this decision are summarised in the 35th paragraph of the Educational despatch of 1854

"We shall be ready to sanction the creation of an university at Madras or in any other part of India, where a sufficient number of institutions exist, from which properly qualified candidates for degrees could be supplied; it being in our opinion advisable that the great centres of European government and civilization in India should possess universities similar in character to those which will now be founded as soon as the extension of a liberal education shows that their establishment would be of advantage to the native communities."

which we quote in the margin. We were aware that the Punjab has not as yet been able to rival the North-Western Provinces and still less the Lower Provinces of Bengal in the number of institutions from which qualified candidates for degrees can be supplied, and

we do not lose sight of the importance of securing in the different universities of India that university honours of the same denomination shall fairly represent uniform or equivalent standards of merit. What these standards shall be, and how they shall be uniformly maintained, will be subjects to which we shall give our best attention. The main consideration which influenced our final decision was the fact adduced by our colleague Sir A. Arbuthnot from his own experience of the circumstances under which the Madras University was started in that province in 1857. There was then much doubt as to the expediency of the measure mainly on the score of its being premature, but the result nevertheless justified the advocates of the university by the large and rapid advance of the province in education generally, and in high education especially. The same result occurred in the Bombay Presidency also, where the university was established in 1857, although at that time there

were only two Government *quasi-collegiate* institutions which even in 1859 were found "to fail in imparting the most ordinary and essential qualities of well-trained scholars;" and yet the Bombay University has

Para 11 of despatch No. 4, dated 7th April 1859.

been unquestionably a great success. In short we were of opinion that the propriety of establishing an university for the Punjab was after all a matter of time, that the state of education in the Punjab at the present time is far more satisfactory than it was at Madras in 1857, that it was reasonable to expect in the Punjab the same results as had occurred in Madras and in Bombay, that the influence of such an university upon the more northern provinces would be beneficial, that the distance of the Punjab from Calcutta where the only examinations for degrees at present open to Punjab students are held, the dissimilarity of climate and other circumstances placed the Punjab at a great disadvantage in the matter of university education, and that there were political advantages in connecting the establishment of such an institution at Lahore with the assumption by Her Majesty of the imperial title. We therefore informed the Punjab Government, in an order which was published in the Gazette Extraordinary of the 1st January, that we were willing to accede to the prayer of the memorial, and we now propose to introduce an Act on the model of Acts II and XXII of 1857 to give effect to our decision. We solicit Your Lordship's confirmation of these proceedings.

5. We enclose copies of minutes recorded by Sir A. Hobhouse, Sir E. C. Bayley, and Sir A. J. Arbuthnot, as well as a copy of the note by Mr. Croft, the Registrar of the Calcutta University, referred to in paragraph 4 of Sir A. Hobhouse's minute. We would specially invite Your Lordship's attention to the letter from the Punjab Government of the 7th ultimo, as it seems to us to afford gratifying evidence of the propriety of the decision at which we have arrived.

We have the honour to be,

My Lord Marquis,

Your Lordship's most obedient humble Servants,

Lytton/F.P. Haines/E.C. Bayley/A. Clarke/
J. Strachey/E. B. Johnson/W. Stokes.

Secretary of State questions the advisability of converting the Punjab University College into a University; but accepts the proposal in principle in view of the announcement already made in this behalf and suggests that it would be prudent to limit the experiment to the establishment of a new University with power to confer, under some new designation, degrees exclusively in those subjects which at Calcutta are indicated by the degrees in Arts.

Educational,

India Office,

No. 10.

London, 15th November 1877.

TO His Excellency The Right Honourable the Governor-General of India in Council.

My Lord,

1. I have received the despatch of your Excellency in Council, No. 6, dated 16th of August last, having reference to a power of granting degrees proposed to be conferred on the Punjab University College, together with its enclosures, and the draft of a Bill for placing this College, in respect of degrees, on the same footing with the University of Calcutta. All these papers I have considered in Council with the care befitting a proposal of the greatest importance to the interests of the higher education in India.

2. The evidence with which I have been repeatedly supplied of the growth of the Punjab University College in efficiency affords me much satisfaction. The results are those which might be expected from the apparently genuine and very remarkable zeal which the higher classes and a considerable part of the population of the Punjab have displayed, since its incorporation with the Empire, in the cause of education. I need scarcely, however, remind Your Excellency that the efficiency in teaching of an institution like this College has no necessary connection with a power of granting degrees. The experience of this country would, on the contrary, seem to show that, under circumstances like those of the Punjab University College, one of the most valuable guarantees of vigour and thoroughness in a teaching institution is the independence of the authority by which the results of its teaching are tested. The University of

London, which from its comparatively modern origin may be usefully compared with the University of Calcutta, was originally both a teaching and an examining institution, but its functions have been for some years confined to examination, and it is universally allowed that, by applying its tests for degrees to a number of teaching institutions in various parts of England, it has raised many of them from a state of great feebleness to a condition of high efficiency. Nothing, therefore, in English experience would lead me to assume that the reservation of the power of granting degrees and testing results to the University of Calcutta, as a purely examining body, would be in itself detrimental to the interests of the Punjab University College as a teaching body. Any mischief which might be shown to follow from the separation of the two institutions would, *prima facie*, be attributable to some mistaken system of examination adopted by the University, and this mistake it would be in Your Excellency's power to correct.

3. The papers which I have received from Your Excellency show that there is still, as there has long been, much difference of opinion between persons entitled to speak with authority, as to the expediency of removing the power of conferring degrees from the University of Calcutta to the Punjab University College, so far as concerns the students of the Punjab. All are not agreed that the Punjab University College has any ground of complaint, or that examiners at once competent and independent can be obtained for the Lahore institution, or that a sufficient amount of controlling public opinion can be brought to bear on teachers and examiners through the medium of the new Senate. Under these circumstances, and considering the great objections to lowering the standard of attainment in a country in which strict and accurate knowledge is a novelty, I should have been glad if Your Excellency had been able to continue your correspondence with this Office before announcing the conversion of the University College at Lahore into an University. But I give full weight to Your Excellency's impression of the earnestness with which the change is desired by the higher classes in the Punjab, and I should, under any circumstances, be disinclined to disturb any measure publicly announced on the occasion selected by Your Excellency. My observations on your proposals will, therefore, be confined to the mode of giving them effect.

4. It appears, from the information with which you have furnished me, that one chief object of your measures is to modify, so far as regards the Punjab, the conditions on which the literary degrees in arts are obtainable. It is very possible that some such change may be desirable in that Province, but there seems to me no reason why

the new degrees should continue to bear the same names as those conferred by the University of Calcutta. The phrases "Master of Arts" and "Bachelor of Arts" are of great antiquity in this country, it would be difficult to alter them, though the inconvenience of giving the same name to certificate which may prove proficiency in very different subjects is even here producing a tendency to depart from these ancient designations. But in India these expressions have no antiquity, nor have they any meaning in Northern India apart from their close association with the degrees of the University of Calcutta. It appears to me, therefore, that it will be desirable that a new and distinct name should be given to the literary degrees of the Punjab University. As to the degrees indicating proficiency in medicine, law, or engineering, I entertain much doubt whether the power of granting them should at present be conceded to the new institution. A degree of the Calcutta University in medicine, law, or engineering has hitherto been an index to the possession of a definite amount of acquirement in those subjects, and at present the public and the Government act largely on the assumption that this possession is very strictly proved. It would be seriously injurious to the public interests if degrees obtained by satisfying tests of less strictness should gain currency in Northern India as Calcutta degrees in science and law. I am, therefore, of opinion that it will be prudent in Your Excellency in Council to limit your experiment to the establishment of a new University with power to confer, under some new designation, degrees exclusively in those subjects which at Calcutta are indicated by the degrees in arts.

I have the honour to be,

My Lord,

Your Lordship's most obedient humble Servant,

(Signed) Salisbury

[Home-Edn A Progs, January 1878, No. 15.]

57

Government of India request the Government of the Punjab to suggest how the wishes of the Secretary of State for India, prescribing certain limitations of the authority of the proposed University could best be carried out into effect without interfering with the due accomplishment of its objects

FROM J. O'Kinealy, Esquire, Officiating Secretary to the Government of India, to the Secretary to the Government of the Punjab, No. 9, dated Fort William, the 16th January 1878.

With reference to the correspondence ending with your letter No. 2740, dated the 7th July last, I am directed to forward the accompanying copy of a despatch from Her Majesty's Secretary of State No. 10 (Educational), dated the 15th November, and to request that His Honor the Lieutenant-Governor will be good enough to report how, in his opinion, the wishes expressed by the Secretary of State can best be carried out without interfering with the due accomplishment of the objects for which the decision to establish a separate University at Lahore was arrived at.

[Home-Edn A Progs, January 1878, No. 16.]

58

Government of the Punjab reiterate the necessity for constituting the University immediately and resubmit the draft Bill for the Incorporation of the Punjab University.

FROM Lepel Griffin, Esquire, Secretary to the Government of the Punjab, to the Officiating Secretary to the Government of India, No. 191 C, dated Simla, the 12th June 1879.

Your letter No. 9, dated the 16th January 1878, forwarded a despatch from Her Majesty's Secretary of State No. 8, dated 15th November, 1877⁸⁷, on the proposals of the Government of India for raising the Punjab University College to the status of a University,

by giving it the power to confer degrees, and placing it in this respect on a footing with the University of Calcutta. The Government of India, in your letter above-quoted, requested that the Honourable the Lieutenant-Governor would express an opinion as to the manner in which the wishes of the Secretary of State could best be carried out without interfering with the due accomplishment of the objects for which the decision to establish a separate University at Lahore was arrived at.

2. The delay which has occurred in replying to your letter has been unavoidable. It was necessary to refer the papers to the Senate of the University College, to allow them a full opportunity of discussing the proposals made, and of endeavouring, so far as might be possible, to remove any misapprehension regarding either the objects desired or results achieved by the University College. A careful report was accordingly drawn up by the Executive Committee, submitted to the Senate, and passed for submission to the Government at a meeting of the 31st December last. When, however, this report dated the 24th June 1878, which, with its enclosures, is herewith submitted for the information of the Government of India, reached the Lieutenant-Governor, it was not thought by His Honor desirable to take immediate action upon it, or to reply finally to your letter of the 16th January 1878, until a competent committee of officers, appointed by the Government as possessing special qualifications for the work, should have carefully considered the existing standards of the examinations of the University College, and had, by analysis and comparison, ascertained whether they were equal in difficulty to the examinations of the Calcutta University, and as searching a test of high educational acquirements. The report of this Committee, dated the 25th March last, is forwarded as an annexure to this letter, together with a resolution of the Honourable the Lieutenant-Governor No. 1868 of the 8th May. Its proceedings, together with the report of the Senate of the University College, being the basis upon which a reply to your letter must be framed, I am now directed to convey certain observations with regard to the matters upon which the Government of India has requested the opinion of the Lieutenant-Governor.

3. In the first place, I am to request that my letter No. 2740 of the 7th July 1877 to your address, and a copy of which is, for facility of reference, appended to this letter, may be read in connection with it. In that letter, which submitted a draft Bill for the incorporation of the Punjab University, prepared in accordance with directions from the Home Department, were set forth the reasons which had led the Local Government to urge that the Lahore College should be

raised to the status of a University, and an endeavour was made to meet, by anticipation, those objections which would be, not unnaturally, urged by those unacquainted with the practical working of the University College, to its obtaining the power of granting regular degrees. The Lieutenant-Governor does not desire to in any way withdraw from the position there taken up; and, with special reference to the objections suggested in the despatch of the Secretary of State, His Honor would desire to record his continued belief in the accuracy of the statements made by the Punjab Government in 1877, and the truth and force of the arguments with which it was endeavoured to support the proposal to enlarge the powers of the University College. Since the draft Bill of incorporation was first submitted to the Government of India, nearly two years have passed away; and, while the increased experience has served to confirm the opinion of the Lieutenant-Governor, which has, moreover, been strongly endorsed, on more than one occasion, by the Government of India, as to the popularity of the institution, the soundness of the educational principles in accordance with which it was founded, and the value of the work which it has performed and is performing, it has also clearly proved how impossible it is for the Punjab University College to achieve all the good which might be within its power, or to become the living and growing centre of a popular system of national education for Northern India, until Her Majesty's Government see fit to accord to it the power of granting those degrees now conferred in the Presidency of Bengal by the Calcutta University alone.

4. The Secretary of State was of opinion that it would be well, at first, to limit the powers of the Punjab University to the conferment, under some new designation, of degrees exclusively in those subjects which, at Calcutta, are indicated by degrees in Arts. It was stated in the despatch that there was a difference of opinion as to the ground of complaint put forward by the Punjab University College, so far as concerned provincial students, and as to the competence and independence of examiners who could be obtained for the Lahore institution; while a doubt was expressed whether a sufficient amount of controlling public opinion could be brought to bear on teachers and examiners through the medium of the Senate. I am to point out, with reference to these observations, that what the Secretary of State was in 1877 alone prepared to accord, has already been granted to the Punjab University College by the Government of India, when its endowment was originally sanctioned and its statutes promulgated under the sanction of the Governor-General in Council. At the present time the University College grants certificates of proficiency in various languages and branches of science or art, and

Oriental titles signifying the same; and the only power withheld was that of conferring degrees in Arts, bearing the same designations as those now awarded by the Calcutta University. The desire to obtain this power is by no means a sentimental one. Until it is granted, the certificates and diplomas of the Punjab must rank lower in public estimation than those of Calcutta; and the more especially as a doubt of the severity of the Punjab examinations, and the adequacy of its course to test the higher educational acquirements of students, has been admittedly the reason for withholding the power to grant regular degrees. The Lieutenant-Governor does not assert that for Oriental Universities those designations, signifying proficiency in Arts, which have descended to the Universities of Europe from the schools of the middle ages, are the most appropriate that could have been devised; but, having been accepted by the Universities of the Indian Presidencies, having become familiar to Native students as the expression of the higher academical attainments, they are now naturalized in the East, and are understood to imply that their possessors have reached a certain educational standard. Should it appear that the standard aimed at and attained by the Punjab institution is lower than that of Calcutta, then, and then only, would the Government, which has admitted the soundness of the principles of the Punjab College, appear to be justified in withholding permission to confer degrees which signify equally high and extended acquirements with those demanded from students elsewhere.

5. With special reference to this point, the report of the Committee on the examinations is appended. It has satisfied the Lieutenant-Governor that, subject to certain amendments which have been recommended to the Senate, and which will doubtless be accepted, the examinations are sufficiently difficult, and that the certificates of the Punjab University College are as good a guarantee of efficiency as those of the Universities in other parts of India. Such being the case, the Lieutenant-Governor earnestly solicits the Government of India to again press upon the Secretary of State the desirability of, without further delay, according to the Punjab University those powers without which it is shorn of a great portion of its strength.

6. His Excellency the Viceroy was in April last graciously pleased to preside at the Convocation of the Punjab University College, and the address which he delivered on that occasion has infinitely strengthened the hands of the Lieutenant-Governor and of all supporters of the movement in favour of a national education, in pressing, with a greater insistence than perhaps would be appropriate were not the interests at stake so important, for the crown of the

sacrifices and labours of so many years. The generous and sympathetic remarks of His Excellency, showing how entirely he agreed with opinions and shared the aspirations of those who, since the foundation of the University College, have attempted to perfect its work, make it unnecessary for the Lieutenant-Governor here to urge, what is well known to the Government of India, that the Princes and Chiefs of the Punjab, who have so liberally endowed the University College, and the students of North India, to whom the double examinations of Lahore and Calcutta are an intolerable burden, are alike anxious for the fulfilment of the promises, which have been held out for many years, to confer upon the institution the full powers of a University, and which received their last and final expression in the declaration of His Excellency the Viceroy on the occasion of the Imperial Assemblage of 1877.

7. The annexures to the report of the Senate⁶⁸ will shew the nature of the Punjab examinations as compared with those held elsewhere. That the examiners are at once competent and independent, requires no other proof than the record of their names, which is given in one of the appendices to the report. They are the men most acquainted with the subjects in which the examinations are held, and are selected, not from the Punjab alone, but from various parts of India, and are, in many cases, the same examiners as those who perform the like office for the University of Calcutta.

8. With reference to the doubt expressed in the despatch of the Secretary of State as to the adequacy of the controlling public opinion which could be brought to bear on teachers and examiners through the medium of the Senate, I am to observe that, with regard to examiners, their high and recognised position as distinguished scholars, educationalists or Government officials, renders unnecessary any controlling force, other than that regard to their own reputation and public duty which is asked from all examiners holding equally assured positions elsewhere; while, as to teachers, they are subject to the influence of the same sanctions that apply generally to educational officers; and the principle has been insisted upon from the founding of the University College that those who teach in any of its affiliated institutions do not examine their own students. This, putting other considerations aside, is a sufficient guarantee for the correctness of the results of the examinations, although the Lieutenant-Governor is not prepared to assert that it is a necessary one. seeing that some of the most distinguished Universities hold and carry into practice the belief that the best examiners of students are those very Professors who have been in the habit of instructing them. But the objection under discussion is one which will, the Lieutenant-

Governor is sure, at once disappear in the presence of the explanation which has now been afforded.

9. Nor does the Lieutenant-Governor understand that the Senate of the Calcutta University can exercise a controlling influence so strong and minute in its operation, should this be desirable, as the Punjab Senate, seeing that the first institution is not a University in the extended sense of the term, but only an examining agency; while the Senate of the Punjab University College is the assembly of all those high officials, Native gentlemen and Educational officers, who, by their acquirements, position and sympathy with educational matters are best fitted to advise Government thereon, and who, directly and indirectly, by administrative and consultative action, largely influence the operations of popular education in the Punjab.

10. It is with regret that the Honourable the Lieutenant-Governor finds himself unable to propose any means by which he may meet the wishes of the Secretary of State, other than by again requesting the Government of India to press for the grant of the powers before solicited, and the promise of which has been so long held out to the people of the Punjab, as the inducement for them to persevere in the enlightened path on which they have entered. I am consequently to re-submit the draft Bill⁶⁹ for the incorporation of the Punjab University, with the expression, on the part of the Lieutenant-Governor, of an earnest hope that it may be found possible to introduce and pass it into law during the present Legislative Session.

11. With reference to this draft Bill, a few observations are necessary. It was, as you are aware, drafted by the Punjab Government in accordance with instructions from your Office; and, being sent with the other papers to the Senate of the University College for information, certain amendments have been proposed by that body which the Lieutenant-Governor does not at the present moment feel disposed to endorse, and it is accordingly re-submitted in the form in which it was originally placed before the Government of India. It was not intended that the Senate should criticise the draft at the present time, seeing that they would have an opportunity of doing so after its introduction into Council, when the opinions of qualified persons and bodies are sought for in the ordinary way. But these amendments having been suggested, the Lieutenant-Governor would merely desire to note, with reference to the more important of them, viz., that the Chancellor of the University should be the Viceroy and Governor-General, and the Vice-Chancellor the Lieutenant-Governor of the Punjab for the time being; that, should this be considered desirable,—and it would be an undoubted honour and increase of dignity for the new University to have at its head so

distinguished and sympathising a scholar as His Excellency the Viceroy,—it would be necessary to alter the draft very materially, so as to allow the Vice-Chancellor the powers which are now in the draft Bill conferred upon the Chancellor; for, not being, like Calcutta, a merely examining body, the Punjab University College, as represented by its Senate, is the chief adviser of the Local Government in all matters concerning popular education. This policy, which has been recognised from the first, it is the desire of the Lieutenant-Governor to develop, in the spirit of the despatch of 1854, which proposed to gradually withdraw Government aid and interference from educational institutions, and more and more to leave their care and conduct to the people for whose benefit they have been founded. Such being the case, and the Punjab University Senate representing now, and designed still more in the future to represent, the active and combined educational agency of the Government and the people, it is essential that the powers, if not the title, of the Chancellor of the University should remain in the hands of the Lieutenant-Governor of the Province; and it might consequently be considered by the Government of India more convenient that, should His Excellency the Viceroy be pleased to lend his name to dignify the edifice which his generous sympathy has done so much to rear, it should be rather under the title of Patron of the Institution than by a designation which implies in the draft Bill the possession of powers which will, necessarily, and for obvious reasons, be left with the Local Government.

Accompaniments

- (1) Report of Executive Committee, dated 24th June 1878, with enclosure.
- (2) Report of Committee to examine existing standards of examination of the University College, dated 25th March 1879.
- (3) Resolution of the Punjab Government No. 1868 of 8th May 1879.
- (4) Punjab Government letter No. 2740, dated 7th July 1877.

[Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, August 1879, No. 21.]

Registrar of the Punjab University College forwards the observations of the Senate, on the proposal of the Secretary of State for India limiting the character of the proposed University.

FROM Dr. G. W. Leitner, M.A., Registrar of the Punjab University College, Lahore, to the Secretary to the Government of the Punjab, No. 245, dated the 18th April 1879.

In reply to his No. 428, dated 31st January 1878, has the honour to submit a separate copy of the reply adopted by the Senate of the Punjab University College, together with certain annexures, as also the draft bill⁷¹ for raising the College to the status of a University, with certain modifications approved by the Senate, for submission through the Hon'ble the President of the institution, His Honor the Lieutenant-Governor of the Punjab, to the Government of India, with the view of being forwarded, with his recommendation, to the Right Honourable the Secretary of State for India. The resolution of the Senate and the discussion which accompanied it are also separately recorded for the information of His Honor the Lieutenant-Governor.

[Home, Rev. & Agri.-Edn. (Industry, Science and Art) A Progs, August 1879, No. 22.]

ENCLOSURE (i) IN DOCUMENT 59

Extract from the Proceedings of a meeting of the Senate held on Saturday, 21 December 1878.

THE Senate then proceeded to consider proposal No. 2 regarding the submission of the letter drafted on behalf of the Senate to the Secretary of State through the Punjab and Supreme Governments.

After some discussion regarding the propriety of asking for an Engineering Faculty, which appeared to be generally considered premature, it was decided that the Senate approved the draft letter, and that it should be forwarded to the Government of the Punjab with the valuable annexures attached to it.

With reference to the succeeding proposal, that the Punjab University Bill as drafted by the Punjab Government be accepted with

the modifications suggested by the Executive Committee⁷¹, a discussion arose regarding the suggestion that the degrees of Doctor of Science and Doctor of Literature should be asked for. It seemed to be generally considered that the idea was premature, and would lead to opposition in the progress of the bill.

Mr. Powell therefore proposed that the draft bill be accepted, and that the modifications proposed by the Executive Committee be approved, with the exception of that referring to the degrees of Doctor of Science and Doctor of Literature. This was seconded by Doctor Rahim Khan and agreed to.

[Home, Rev. & Agri.-Edn. (Industry, Science and Art) A Progs, August 1879, No. 22.]

ENCLOSURE (ii) IN DOCUMENT 59

Observations by the Senate of the Punjab University College on the orders of the Secretary of State for India limiting the character of the proposed University.

FROM Dr. G. W. Leitner, M.A., Registrar of the Punjab University College, Lahore, to the Officiating Secretary to the Government of the Punjab, dated Lahore, the 24th June 1878.

With reference to your No. 428, dated 31st January last, I am directed by the Senate of the Punjab University College to submit⁷², for the consideration of the Right Hon'ble the Secretary of State for India, that the raising of the Punjab University College to the status of a University is identified in the minds of its founders and promoters with the granting of exactly the same degrees as are conferred by other Universities, and that the "conferring, under some new designation, degrees exclusively in those subjects which at Calcutta are indicated by the degrees in Arts" will not only interfere with "the due accomplishment of the objects for which the decision to establish a separate University at Lahore was arrived at" by His Excellency the present Viceroy on the occasion of the Imperial proclamation at Delhi, but that it will also limit and greatly reduce the powers which the Punjab University College already possesses. Certificates have for several years been given by the Punjab University College to successful candidates at examinations which, as the annexed papers will show, were at least equal in stringency to those of the Calcutta University, whilst the list of Examiners, which is also appended to this letter, will prove that there exists no difficulty in

obtaining the services of independent Examiners in and out of this Province. The certificates in Proficiency, High Proficiency and Honors in Arts have been fully equal to those of the Calcutta F.A., B.A. and M.A. Examinations, as will be seen from the annexed examination papers for the last few years; whilst it has often happened that men who failed in the Punjab University College Examinations have immediately afterwards passed in the corresponding Calcutta University Examinations. It will also be seen from an annexed statement that the system of marking adopted by the Punjab University College is far more stringent than that of the Calcutta University, whilst the announcement of further relaxations in the system of the Calcutta University makes it still more important that the Punjab should preserve its own tests. Indeed, rather than adopt degrees under other names than those with which they are usually associated, it would be better to keep to the designations to which the Punjab is already accustomed. Above all, I am directed to observe, would the interest of higher education suffer by the Calcutta University conferring the degrees of this institution. This will be obvious from a comparison of the numbers that have presented themselves at the two institutions, especially during the last two years.

Number of Punjab Candidates who presented themselves at the corresponding Examinations of the Calcutta and Punjab Universities during 1876-77 and 1877-78.

Entrance	Proficiency or F.A.	High Proficiency or B.A.	Honors in Arts or M.A.
1876-77 For Calcutta University . . . 105	1876-77 For Calcutta University . . . 18	1876-77 For Calcutta University . . . 9	1876-77 For Calcutta University . . . 1
			Total . . . 133
For Punjab University College 202	For Punjab University College 27	For Punjab University College 7	For Punjab University College 2
			Total . . . 238
1877-78 For Calcutta University . . . 102	1877-78 For Calcutta University . . . 13	1877-78 For Calcutta University . . . 5	1877-78 For Calcutta University . . . 1
			TOTAL . . . 121
For Punjab University College 262	For Punjab University College 48	For Punjab University College 17	For Punjab University College 2
			Total . . . 329
			Grand Total for the Calcutta University 254
			Grand Total for the Punjab University College 567

In other words, more than double the number (which is increasing every year) are going up only for the examinations in Arts of the Punjab University College than are going up for the Calcutta University Examinations, in spite of the fact of the latter offering a recognised degree as well as other official advantages, thus showing the natural superiority of the educational influence which is exercised by a local institution over one whose influence is chiefly confined to sending examination papers by post and receiving the answers of candidates through the same channel. (For further details *vide* Appendices I., II. and III).

I am also directed to observe that when funds were asked for and obtained for a Punjab University that institution was not only expected to be a full University in an examining capacity, but that its constitution also as a teaching body and as a society for the initiation of original research and the compilation and translation of works as well as its relation towards Government as a consulting body in all matters referring to the education of this Province were guaranteed. This institution, as will be perceived from the proceedings of its Senate and of its various Faculties, and from the annexed papers, has been fulfilling the objects of a complete University in all but the name, and in functions both wider and more specially suited to the Punjab and its frontier than those of other Indian Universities. To limit now its powers to the granting of degrees in Arts, and not to give to those degrees the same names given by other Universities—whatever may be the designations adopted for examinations *other* than those at other Universities—would be considered by the donors and subscribers to be a breach of faith and a non-fulfilment of the gracious promise made at Delhi; whilst the long delay that has already occurred in granting to the Punjab University College the full powers that were promised, on a condition which has since been abundantly fulfilled, in the letter of the Right Honorable the Secretary of State, No. 13, dated 5th August 1869,* has already proved to be injurious to the income of this institution. It is, however, I am requested to observe, a gratifying fact that, in spite of obstacles which would

*2. Secretary of State's despatch No. 13, dated 5th August 1869,⁷⁸ to the Government of India.

The despatch of your Excellency in Council, dated 10th June, No. 9 of 1869, forwarding copy of a correspondence with the Government of the Punjab on the subject of the establishment of a University at Lahore, has been considered by me in Council.

2. In reply, I desire to express my cordial concurrence in the views stated in the letter of your Lordship's despatch, dated 22nd May, No. 262 of 1869, on the conditions so clearly and ably set forth in that letter, I will accord my sanction to the proposition that an institution be founded at Lahore under some such title as "University College, Lahore." The institution will be competent to grant certificates, but no degrees, and may hereafter if attended with due success, be expanded into a University. (contd.)

have sufficed to destroy any other institution of less vitality, the Punjab University College, though only in full operation since 1871, should possess a larger number of Punjab graduates and undergraduates than the Calcutta University, which has been so much longer in existence. The Senate fully endorse the views of the ARTS FACULTY regarding this subject, which are as follows:—

"1st. That we have all along been an examining body.

"2nd. That we desire to keep the titles of B.A. and M.A. for the sake of their convenience and the estimation in which they are held in this country, and that we propose to grant them only to such students as will qualify themselves in the same subjects (inclusive of English) that are laid down by the Calcutta University; the attainments of these students to be tested by an examination of at least equal difficulty with that of the Calcutta University.

"3rd. The names of degrees will be different in the case of those unacquainted with English, for honoring whose attainments due provision will always be made in accordance with the Statutes.

"4th. That with reference to the difficulty of procuring examiners, we have hitherto not confined ourselves to this Province or to the Educational Department, but, following the example of other Universities, have selected examiners from various parts of India. We will continue to keep in mind that those who teach in any of the Colleges affiliated to this institution do not examine their own students.

"5th. The Faculty of Arts also decided that, although the vernacular degree would be differently designated, its rank and studies should be parallel with the English side."

[Contd. from pre-page.]

3. Notification of Government of India, No. 472, dated the 8th December, 1869.

No. 472, dated the 8th December, 1869.

EDUCATIONAL DEPARTMENT

Notification

It is hereby notified for general information that His Excellency the Right Hon'ble the Governor-General in Council has been pleased, in accordance with the recommendations of His Honor the Lieutenant-Governor, and in part fulfillment of the wishes of a large number of the chiefs, nobles and influential classes of the Punjab, to sanction the establishment at Lahore of an institution (to be styled for the present "Lahore University College"),⁷⁴ the constitution and objects whereof are explained in the statutes hereunder set forth, and has further consented to contribute from the Imperial Revenues towards the expenses of the institution an amount equivalent to the annual income raised from private sources, including subscriptions and interest on invested capital, up to the sum of Rs. 21,000 per annum (*the italics are ours*).

The Senate believe that the modifications suggested in the above paras 3 and 5 will enable His Honor the Lieutenant-Governor to meet the difficulties that have been urged by Her Majesty's Secretary of State.

As regards the MEDICAL FACULTY of this institution, it may be noticed that the Madras University, which was incorporated in the year 1857, has only passed three doctors, half-a-dozen Bachelors and one Licentiate in twenty years, whereas the efficiency of the Medical Faculty of the Punjab University College will be apparent from the following representation which it submits:—

"With respect to the doubt expressed by the Secretary of State for India whether the power of granting degrees in Medicine should be given to the University College, Lahore, the Medical Faculty would state that 65 students have been trained for the practice of Medicine as Assistant Surgeons in the Medical School, Lahore, and that these have proved themselves at least equal to the Bengali Assistant Surgeons, as is shewn by the Lahore men being preferred by the independent Government of the North-Western Provinces to the Calcutta Surgeons. The students also are a more manly race than those of Bengal, and are more willing to volunteer for military duty.

"It does not appear on what ground it was assumed that degrees would be conferred 'by satisfying tests of less strictness.' This was never intended by the Medical Faculty, and perhaps if the Senate will join in the assurance that this was never their intention likewise, the above objection to conferring degrees will be entirely removed, especially as the same subjects are taught in the Medical Schools of Lahore and Calcutta, and the teachers are Members of the same service.

"The only difference is that, the teachers being fewer in number at Lahore, more than one subject is entrusted to each; but on the other hand, a larger portion of their time is devoted to the students at Lahore than in Calcutta, where almost all the Professors are engaged in private practice. The Professors at Lahore have therefore a more distinct personal acquaintance with their pupils, and are thus enabled to instruct them more fully." The views of the LAW FACULTY are equally clear on the subject:—

"The constitution of the University on the limited basis proposed by the Secretary of State, and which also excludes the power of granting any degree in Law, would not be a fulfilment of the promise made by His Excellency the Viceroy on the occasion of Her Imperial Majesty's proclamation.

"The inhabitants of the Punjab would further look with especial disfavor on their exclusion from the acquisition in their own University of degrees which, like those in Law, are the door to practical employment and emolument.

"The Senate of the Punjab University College never contemplated, nor, the Faculty feels sure, did the Government in supporting its recommendations contemplate, that the tests which would be applied to candidates for degrees would be less strict than those of other Universities.

"In 1871, a Committee appointed by Government (and consisting not wholly of Members of the University College) drew up a scheme for the examinations which should be held, and specifying the degrees which should be conferred, and the Faculty think that the recommendations of that Committee may be accepted as the basis on which they would wish to see the new University constituted as regards the Law examinations to be held and degrees to be conferred by it."

With reference to the Engineering Examinations of the Punjab University College, the Senate have decided not to admit any one to these examinations who has not been trained at a recognized Engineering Institution, such as the Roorki College, whilst it may also be added that some years ago arrangements were in progress, which may be revived, for the affiliation of the Roorki Civil Engineering College to this institution.

With reference to the remarks regarding Law and Medicine made by the Right Honorable the Secretary of State,* it may be sufficient to notice that *no candidates whatever* are or have been going up for the degrees in Science and Law of the Calcutta University from the Punjab, whereas at the Punjab University College 177 have presented themselves for the Law Examinations since 1874, 145 for the Medical Examinations since 1871, and 20 for the Engineering

*As to the degrees indicating proficiency in Medicine, Law or Engineering, I entertain much doubt whether the power of granting them should at present be conceded to the new institution. A degree of the Calcutta University in Medicine, Law or Engineering has hitherto been an index to the possession of a definite amount of acquirement in those subjects, and at present the public and the Government act largely on the assumption that this possession is very strictly proved. It would be seriously injurious to the public interests if degrees obtained by satisfying tests of less strictness should gain currency in Northern India as Calcutta degrees in Science and Law. I am, therefore, of opinion that it will be prudent in Your Excellency in Council to limit your experiment to the establishment of a new University with power to confer, under some new designation, degrees exclusively in those subjects which at Calcutta are indicated by the degrees in Arts.

Examination since 1875. This year there are 22 candidates in Medicine, 100 candidates in Law, and 9 candidates in Engineering. It would, therefore, be a serious blow to the study of these specialities in the Punjab were the recognition of proficiency in them confined to the degrees of the Calcutta University.*

I am finally directed by the Senate to state that the number of subscribers and donors to the Punjab University College, the conditions attached to their gifts and the amount and applications of the endowments show a more general, a deeper and a more comprehensive interest in University matters, in the widest sense of the term, in the Punjab than in any other Province of this Empire. (Vide Appendix I.)

Bearing all the above facts in mind, and considering that the Punjab Government have invariably given their support to this institution and have repeatedly urged the fulfilment of the promises originally held out, and also that His Excellency the present Viceroy fully recognizes the great educational and political advantages which would result for Northern India and its frontier from the early constitution of the Punjab University College as a complete University in all Faculties, the Senate, I am directed to state, have the fullest confidence that both the Local and the Supreme Governments will urge on the Right Honorable the Secretary of State for India, with all the strong reasons that are at their command, that no further time be lost in conferring the full status of an University on this institution on the basis of the powers and privileges which it already possesses.

[Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, August 1879, No. 22.]

* The following statement shows that 739 candidates went up to this year from the Punjab for the various Punjab University College Examinations, against 121 candidates for the Calcutta University:

Punjab University College		Calcutta University	
1877-78		1877-78	
Arts	329	Arts	121
Law	106	Law	none
Medicine	22	Medicine	"
Engineering	9	Engineering	"
Oriental certificate	273		"
Total number of candidates for the Examinations of the Punjab University [College]		Total number of candidates for the Calcutta University Examinations from the Punjab	
739		121	

Report of the Committee appointed to examine existing standards of examination of the Punjab University College.

THE first Meeting of the Committee, convened in accordance with the order of the Punjab Government No. 941, dated 14th March 1879, was held on the 25th of March 1879.

PRESENT:

Lepel Griffin, Esq., Secretary to Government, Punjab.
J. G. Cordery, Esq., Officiating Commissioner and Superintendent, Mooltan Division.

Major W. R. M. Holroyd, Director of Public Instruction, Punjab.
B. H. Baden-Powell, Esq., Conservator of Forests, Punjab.
Dr. G. W. Leitner, Principal, Government College, Lahore.
C. W. W. Alexander, Esq., Inspector of Schools, Lahore Circle.
C. Pearson, Esq., Inspector of Schools, Rawal Pindi Circle.
Reverend C. W. Forman.

The comparative difficulty of the Entrance Examination papers in the English language, as set by the Calcutta University and the Punjab University College, was the first subject under debate. It was found that there had been considerable difference between the papers set in the Punjab in different years. Those from 1874 to 1876 were far too easy, and much below the standard of those set in Calcutta. In 1877-78 there was a marked advance, and the questions given in 1878 were considered by the Committee to be a fair test of knowledge of English, though the passages for translation might, with advantage, have been selected with more regard to the time allowed. It was noted that, since the abolition of text-books for the Calcutta Entrance, there had been a gradual change in the character of the papers set by that University, till in 1878 the two institutions begin to approximate, although the Calcutta paper still continues the more severe. As regards the number of marks required for a pass, the qualification is the same in both — 33 per cent. of the maximum. Several members of the Committee were of opinion that this was too low, and that to raise it to 45 or 50 per cent. would be as effectual a mode of improving the standard as an enhancement of the difficulty in the papers. But any such change would render a fair comparison of the Punjab tests with those of other Provinces a less feasible matter than it is now. And it was finally resolved that the best mode of preventing for the future those fluctuations in the

standard which have been hitherto apparent in the Punjab would be to furnish the examiners, as chosen each year, with printed instructions of what should be required, and of the scope of the examination in each subject. It was unanimously admitted, however, that during certain years the English Entrance standard had been suffered to fall too low.

II. The same was found to be the case in the papers set in history and geography, those given from Calcutta being more calculated to show some thought and to bring out a knowledge of physical geography on one side, or of political principles on the other; whilst the Punjab papers, in geography especially, were of a too elementary character. The remedy proposed in the first resolution should therefore be extended to these subjects also.

III. It was also resolved to recommend the following alterations in the programme issued for the Entrance Examination in English, as given in the Calendar (page 48 for 1878-79):

English. Three written papers—

(a) Translation into the vernacular of passages of moderate difficulty from standard writers and newspapers and of sentences illustrative of the idiom and characteristics of the English language.

(b) A similar paper for translation from the vernacular.

(c) Grammar and composition.

IV. The next question considered was the important point of the position at present assigned in the Punjab system to the *viva voce* examination, to which no parallel exists in the Calcutta University. At present 15 marks are assigned to this part of the test, so that a youth who may thus obtain (say) 12 marks, needs only to have obtained 21 marks for his written papers. On the other hand, a youth who may have obtained the full 33 marks on the papers would still pass, however entire his failure might be in the oral test. The Committee were unanimous in upholding the continuance of the oral examination, and in their belief that its enforcement is an essential in any test of linguistic attainment. But the majority were of opinion that the method in which it is at present applied introduces an unnecessary element of uncertainty in the pass-qualification. If the same oral questions are given to each candidate the force of the test is much diminished; yet more than one member who had acted as an oral examiner expressed the great difficulty he found in any fair assignment of marks, unless he resorted to this plan. The number of candidates to be examined also almost precludes the *viva voce* examination being of sufficient length to be very searching. On these grounds

it was finally carried that the number of marks *required* for a pass should not be supplemented at all by the results of the oral examination; that the full qualification of 33 per cent. must be obtained by paper-work; but that the marks allotted to *viva voce* proficiency should be allowed to count in excess of that number, and to affect the position taken by the candidate in the order of merit.

V. The allied subject of "grace-marks" was then taken under discussion. These are at present allowed in both institutions, but with some important difference of detail. In the first place, they are awarded in Calcutta by the examiners of the year, sitting as a board at the close of their proceedings, whereas in the Punjab they are allotted by the Executive Committee of the Senate. Secondly, the maximum number allowed in the Punjab is seven. Dr. Leitner, however, explained that it was in practice limited to five, and they may be given either in a lump to any one subject, or distributed amongst all the subjects. In Calcutta the maximum is not laid down; but they are not allowed in English at all; nor may any be given except in one subject. In each of these respects the Calcutta University acts under restrictions, which appear to the majority of the Committee to be required. But as they cannot all be enforced in the Punjab, where many of the examiners are not residents of the Province, it seemed better to propose the abolition of grace-marks altogether, as an unnecessary indulgence, and as only throwing the hardships of individual cases a few marks back, than to suggest any modification of the present scheme.

VI. In considering the differences in the mathematical tests required, it was resolved that a knowledge of ratio and proportion should be recommended to the Punjab University College, as an addition to their present course in Algebra, and that mensuration of the plane of surfaces, including the theory of surveying with the chain, should be added to the geometrical subjects required.

VII. As regards the respective examinations in classical languages, Dr. Leitner urged the claims of Greek, Latin and Hebrew to a place in the Punjab programme. The English youths who are receiving a classical education, either at Bishop Cotton's School at Simla, or at the High School in Lahore, can (he urged) only now obtain their degrees in Calcutta; and some Native students in the Lahore College would be desirous of studying Latin, if its claims were recognized by the Punjab University College. The recognition of these languages would also give a more catholic character to the encouragement of study by the University College. But the majority of the Committee are not in favour of taking this step, until circumstances are so altered in the Province as to render it advisable to encourage these studies at all; and this will not be until there is a growth of English students,

educated in this country, of a different class from any that now exists, or until corresponding schools are formed for Native students in the science of philology.

As regards the Oriental classical languages, it was considered that the papers in Arabic and Sanskrit were not unequal to those set in Calcutta, but that the time allowed for answering them was longer in the Punjab in proportion to the length of the questions. In Persian less is required in Calcutta; but as the answers are demanded in English, an additional difficulty is there imported in meeting the examination.

VIII. The relation of the purely Vernacular to the Anglo-Vernacular Entrance Examinations in the Punjab was then discussed. There is nothing corresponding to the former of these in Calcutta, and it was agreed that, as it now stands, it involves a less amount of preparation, both in time and subjects, to the candidates who present themselves for it than the Anglo-Vernacular course; for *four* subjects under the present rules are sufficient for a pass, instead of five, and the answers in all are composed in the student's own vernacular.

Persian also, it was held, was not sufficiently difficult to a Punjab scholar to take the place of the *single* classical language when English is not taken up. On the other hand, it is most desirable that the study of Persian in this Province should continue to receive encouragement. It was resolved, therefore, that the number of compulsory subjects in this vernacular course should be raised to five; that one of these must be either Arabic or Sanskrit; and that Persian should be placed in the list from which the fifth subject must be selected. In order to reduce that list, and so to ensure the choice of Persian being more frequently made, it was also resolved that no candidate should offer himself for examination in more than one of the current vernaculars of the Province. It was pointed out that to treat, for instance, Hindi, Urdu and Punjabi as three distinct subjects, each claiming 100 marks, or nearly that number, was to offer a premium to the choice of what was least difficult.

IX. It was also agreed that the standard required of the purely Vernacular candidate in his classical language of Sanskrit or Arabic must be raised above that required of the Anglo-Vernacular candidate, so as to raise the difficulty and labour of its attainment by the former to a level with that necessary in the acquisition of English by the latter. The details of this step must be referred to a Sub-Committee, and it will of course be understood that full and ample notice of the change, and of the date when it shall come into force, must be given, though this will involve a delay of three years.

X. It was agreed that the distinction between the two classes of candidates for the Entrance should in future be pass lists, marked by a letter E being placed opposite to the names of those who pass in English, and that the same difference should be recorded in the respective certificates awarded; but that separate lists were on the whole unnecessary, and perhaps might be misinterpreted into the drawing of an invidious distinction.

It was also pointed out that, whilst 150 marks were allotted to Arabic and Sanskrit, English and Mathematics only received 100 each; and it was resolved that the two last-named subjects (as being certainly not less difficult to master) should be raised to the level of the former and receive 150 each.

XI. With regard to science, it was resolved that the standard should be framed in the Punjab in accordance with the elementary Primers prescribed for the Government school.

XII. It was resolved that printed, and not dictated, papers should be used in the conduct of these examinations.

XIII. The last question raised concerning the Entrance Examination was, whether any restraint should be put upon youths who may have been scholars in Government schools, and who may desire to present themselves for it, even though they have not reached the highest class in their school, and have so far fallen short of going through their full education course. It was urged that occasionally lads leave the school in the 7th or 8th class, in order to escape the necessity of receiving a permission to attend the examination from their master, which they have reason to believe would be withheld if they remained, and that they thereby lose the benefit of completing the curriculum which a pass in the Entrance Examination implies that they have gone through to the end; that the practice of Germany and the authority of eminent educational authorities is in favour of making the completion of the course a condition of an Entrance Examination; and that exceptional circumstances can be provided for by express exemption granted by the Inspector of the Circle. It was therefore proposed by Major Holroyd that in the case of any student not sent up with a certificate from a Government or aided school, a certificate should be demanded from him that he had not attended any such institution during the six months previous to the examination. It was urged, on the other hand, that such a rule would bear hardly on a clever boy with narrow means, who might find it difficult to prolong his school course to its final end, and yet ought not to be prevented from attending the examination if he had sufficient confidence in his abilities to risk entrance fee; that the examining body has nothing to

do with the mode or the time in which any candidate may have attained the required standard, if only he shows that he has reached it; that even granting a remedy to be required for the conduct of such students, it should consist rather in an enhancement of the examination than in partially closing it; and that the conduct complained of might as fairly be called ambition as insubordination, and when justified by success, would certainly not be blameworthy at all. The adoption of the rule, however, was carried by a majority of two.

XIV. In comparing the papers given for Proficiency in Arts with those for the First Arts Examination in Calcutta, the Committee came to the conclusion that there was no noteworthy difference in the standard English and for mathematics. But the papers, both in geography and in history, had in two years, 1874 and 1878, been set below the mark in the Punjab. Those for 1876 were held to be sufficiently difficult. It is proposed to adopt the same preventive against fluctuations of this sort as has been suggested for the Entrance Examination, i.e., the issue of printed and specific directions concerning the standard to the examiners of each year.

XV. With respect to the number of subjects to be taken up, the marks to be allotted to each, and the minimum of qualification in each for a pass, the Committee recorded their concurrence in the proposals which were framed by the Executive Committee on the 25th March 1878, and which are about to be laid before the Senate. A copy of that proceeding is attached to this report.

XVI. The resolution concerning the following points in the Entrance Examination:

- (a) Verbal alterations in the definition of the examinations;
- (b) The necessity of raising the standards in the classical languages for purely Vernacular candidates, in order to bring the difficulty of their examination, taken as a whole, to the level of that which those who also take up English have to undergo, and the consequent removal of Persian from the list of classical languages open to the former;
- (c) The printing of the examination papers;
- (d) The distinctions to be drawn between those who take up English and those who do not—

were declared to apply, *mutatis mutandis*, to the proficiency in Arts Examination.

XVII. But with regard to the allotment of marks in the oral examination, it was held that, as the number of candidates for proficiency is small, compared with those for entrance, and as one main difficulty

in the way of making the test searching is thus removed, there is no need to urge any change in the present system.

XVIII. In the papers set in the three classical languages, it appeared to the majority of the Committee that those in Arabic were decidedly too short in the Punjab, both in the passage selected for translation and in the questions on grammar. But, with this exception, there was no difference between the two standards calling for any remark. In Sanskrit and Persian the knowledge of books required is somewhat more extensive than that in Calcutta; but the answers, on the other hand, may be given in the Vernacular instead of English.

XIX. It was further proposed that the Committee should record their opinion against any violent or extreme change being introduced into the programme for English in these examinations, whenever it should appear good to the Senate to abandon their present course of adopting (to a great extent) the same books for the perusal of students as are shown each year as the text-books for examination in Calcutta. It is not, however, believed that any such step is under contemplation at all.

XX. With respect to physical science, the appointment of a Sub-Committee to consider the subject in relation to recent instructions received from Government by the Director of Public Instruction is suggested. But so far as the division between the respective branches of science is set forth in the Punjab prospectus, the principle on which it has been framed seems to the Committee to be preferable to that followed in Calcutta, by which chemistry is relegated to the position of an alternative subject with psychology and of a companion to Deductive Logic.

XXI. Passing to a comparison of the High Proficiency in Arts Examination with that for a B.A. Degree in Calcutta, the Committee found some variation perceptible in the Punjab standard for English which can be met in the manner proposed for the preceding examinations. But with regard to history and geography a more radical alteration appears necessary, for the papers in the latter subject especially were far too easy. This will be best effected by a change in the programme. It seems unnecessary at this high stage in education to set a paper in mere atlas-geography at all. So far as knowledge of the map is concerned, it can be sufficiently tested by the answers of a candidate in the history paper, and this is the course followed in Calcutta. But it is held to be desirable to continue the subject in the Punjab by a paper set in physical geography. It will not be difficult to set questions of a more advanced type than those given for proficiency, even though for the time no further text-books be prescribed.

But it was decided to recommend Huxley's Physiography to the use of the teachers, and of any students to whom the work can be rendered accessible.

XXII. Some emendation was also deemed desirable in the selection of the subjects in history, in which a candidate in the Punjab is now directed to offer himself for examination. He has at present two alternatives put before him—(1) History, Ancient and Modern; (2) the History of England and India. The former of these is in practice tantamount only to an examination in the two volumes of Taylor's Analysis of History, one of which has already been read for the Proficiency in Arts, and to both of which it would be easy to take exception. The Committee recommended that in future the subjects demanded should be two: (1) a knowledge of the *Outlines* of General History, both Ancient and Modern; (2) a knowledge of the Histories of India and England as full as is to be gathered from the books named, i.e., Student's Hume, for which they propose should be substituted Green's Short History for England; Elphinstone, McFarlane and Marshman for India.

XXIII. In mathematics the test given in the Punjab is higher than that in Calcutta, and in the opinion of the Committee too high. Spherical Trigonometry is in itself too difficult, and is not required for the course of Descriptive Astronomy which is taught in the College, whilst Solid Co-ordinate Geometry lies beyond the prescribed range of study. It is proposed to omit these subjects, and in their stead to add that of Optics, which will be a good accompaniment to that of Descriptive Astronomy.

XXIV. The recommendations passed by the Faculty of Arts on 25th March 1878—(1) making a knowledge of English compulsory for this examination, and defining its position towards the corresponding degree in vernacular subjects; (2) fixing the number of subjects to be taken up and the percentage of marks required in each for qualification; and (3) raising of marks of English and Mathematics to 150, were approved.

XXV. Letters containing some excellent general suggestions from Mr. Reid and Dr. Stulpnagel were put in by Dr. Leitner and read. In accordance with these it was suggested that Deductive Logic might advantageously be omitted from the course under discussion; but after some consideration it was resolved that the subject should be retained, but that the examination in it should be conducted on its general relation towards Inductive Logic and Science, and not on its own special and technical rules.

XXVI. In the Honors of Arts tests an important difference was noted between Punjab and Calcutta. In the Punjab only one addition is made to the actual books recommended for the previous examination in High Proficiency, viz., the Tragedy of Macbeth, whereas in Calcutta from 12 to 16 further books in prose and poetry are precisely named and demanded each year. Several members of the Committee were manifestly of opinion that it would be advisable to adopt this course in the Punjab. But, on the other hand, a comparison of the papers in different years showed that they could be so framed, and had been so framed, as in no degree to render Honors easier of attainment in Lahore than in Calcutta. In fact, the tendency of such an increase to the prescribed course is to limit the examination to the books named; and this is an evil which it is the principle of the Punjab Senate to avoid. As, however, it is found that both in 1876 and 1878 the Calcutta books were followed more or less by the examiners in setting their papers, it is proposed that from 6 to 8 works should be named in the Punjab as guides to the student, as to the general direction which the questions of the year will take, though he should be warned that they will not be strictly limited to those works.

XXVII. Alterations were considered necessary in the subjects, as they are now laid down in the Punjab, for Honors in History. On the other hand, it was doubted whether those prescribed for Calcutta do not demand too wide a range of reading to be thoroughly mastered within the time available to the candidate for this distinction. And it was finally determined to recommend the requirement of the following subjects:

(1) A more advanced knowledge of the Histories of England and of India than is required for the High Proficiency. Such books as the Constitutional History of Erskine and May, certain portions of Hallam, Green's Longer History, and Hume, should have been read in addition to those laid down for High Proficiency.

(2) An exhaustive, complete and detailed knowledge of some definite period, for the attainment of which particular works should be recommended to the student as in Calcutta.

(3) Political Economy.

XXVIII. The effect of a recent resolution passed by the Government of India upon the present position of the Middle School Examination in the Punjab was next laid before the Committee by the Director of Public Instruction. It has been determined that that

test should be preliminary to an upper school course which must lead to the Entrance Examination in two years, instead of three years, as is now the case. The general effect of the measure will, therefore, be to detain the student a year longer in the middle school than he now remains, and to shorten his studies in the upper school by the same period. The first point for consideration was whether this change necessitates any raising of the standard in the examination by which he passes from one into the other, or which betokens that he has passed the middle school standard before breaking off his education. So far as the English papers were concerned, the Committee came to the conclusion that they were of quite sufficient difficulty, and that the best mode of taking advantage of the extra year would be to increase the number of marks required for a pass-qualification from 33 to 40 per cent.

XXIX. In other subjects, after the examination of the proportion at present borne in each by the number of failures to that of passes, they make the following recommendation:

In arithmetic no change is needed.

In geography and history no change is needed; but examiners should be referred to the papers set in 1878 as the standard of difficulty, and should be instructed not to suffer them to fall below that mark.

In Persian no change seems needed. In Euclid and Algebra also the standard is sufficiently high.

In Urdu the percentage requisite for qualification should be raised to 50 per cent.

XXX. In considering the Urdu test, the questions of the position to be assigned to transliteration of the Persian character into the (so-called) Roman Urdu and to Caligraphy became prominent. For transliteration 15 marks have been hitherto allotted to the Urdu paper out of a maximum of 50. The advantage of encouraging the practice at all in our schools is a point on which diametrically opposite opinions may be held. But whatever may be held upon the general question, it was agreed that the mere acquisition of the power of transliteration was, to an Anglo-Vernacular student especially, far too easy to allow the subject to assume any prominence in marks for an examination. And it was finally resolved to exclude it altogether.

XXXI. For Caligraphy, a point to which much attention should be given both in English and Urdu, it is suggested that 50 marks should be allotted—25 for English and 25 for the Vernacular—and that these should be awarded to the hand-writing apparent through the language-papers of the candidate, and not to any particular set of questions. The minimum qualification in this subject should be 50 per cent.

XXXII. It was also resolved that simple mensuration should be added to the Middle School Course in consideration to the extra year over which it now extends.

XXXIII. For European and Eurasian schools, it is recommended that a separate Middle School Examination should be held each year in the following subjects:

Compulsory—English, Urdu, Arithmetic and Book-keeping,
Simple Mensuration, Algebra and Euclid,

Optional—Persian, Physics,

and that the standard of this test should be fixed by the Director of Public Instruction after consultation with the head masters concerned. Having regard to the status of the students so educated, the Committee is not disposed to recommend the insertion of Latin into this course.

XXXIV. The relation now borne by the Middle School Examination to the public service was then discussed. No man can at present be either appointed or promoted to an appointment of Rs. 25 a month without passing this test; and the rule would have borne hardly upon men already in employ had not it been much modified in practice. It has also been found too exclusive a test in regard to some sections of Native society; and it has led to the anomalous appearance of quite elderly men in an examination for boys. This Committee would therefore submit, for the favourable consideration of His Honor—(1) the advisability of abrogating the rule for all men who have been working in any office for a year past; and (2) the reduction of the test itself to qualification marks being obtained in the four subjects of Persian, Urdu, Arithmetic and Caligraphy. They also would recommend that if the Senate of the University College consent to the introduction of the sufficient arithmetical test into their examinations for the grades of Maulvi, Pandit and Munshi, that certificate

should also be deemed a sufficient test for public employ. And they further assume, as a matter of course, that any higher degree in the educational career should be held to include the lower, and that a youth, for instance, who has passed the Entrance in the Punjab should not be called upon to show a Middle School certificate also.*

XXXV. The functions of this Committee have necessarily been confined to the somewhat ungracious task of criticism and emendation. It is no ground for surprise that when an institution, in its origin and by its first benefactors, mainly designed for the greater encouragement of Oriental study and literature, is gradually, by virtue of its locality, its endowments, and the personal influence of its supporters, assuming the position of an arbiter in the more English Governmental scheme of education, the steps of such a transition should have been attended with some uncertainty, hesitation and fluctuation of opinion. If the early records of the Calcutta University are referred to, it will be found that history has merely repeated itself in this matter, and that the difficulties and inconsistencies which the present suggestions are intended to remove are not greater than might reasonably have been expected to occur. In the important point of remodelling the English test for Entrance and the precautions taken against awarding that certificate to a close knowledge of a very limited text-book course as contra-distinguished from some signs of a power to use the language, the Calcutta University may perhaps be deemed to have followed a lead, given to them in point of date by the younger institution. Nor is there anything in the changes which have been now proposed which will at all affect the important parallel course of Oriental study conducted under the authority of the Senate in Lahore. Apart from this and in addition to it, the Committee believe that the same body may safely be trusted with the responsibility of giving degrees to the students of the Government schools in the Province, and that if they will so far bring the details of their present regulations into harmony with the Government curriculum as is involved in the resolutions passed at these meetings, such degrees will not fall a whit short of those conferred in Calcutta as tests of true attainments.

[Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, August 1879, No. 23.]

*Dr. Leitner notes that he understood that the pass in the Entrance Examination was to be in the same subjects only as those insisted upon as the State test in the Middle School examination.

Resolution of the Government of the Punjab in the Home (Educational) Department No. 1868, dated 8 May, 1879, reviewing the report of the Committee to examine existing standards of examination of the Punjab University College.

RESOLUTION—The Lieutenant-Governor has read with great interest the proceedings of the Committee, appointed under the orders of the Punjab Government of the 14th March last, to consider the comparative difficulty of the Entrance Examination papers of the Punjab University College and the Calcutta University; it having been stated, officially and otherwise, that the Lahore papers were, in many ways, inferior in difficulty to those of Calcutta, and consequently the examination test generally less severe.

The Lieutenant-Governor, who was desirous of again submitting to the Government of India proposals for raising the Punjab University College to the status of a University, and who further, as a means of obviating the existing inconvenience and hardships of the dual examinations of Lahore and Calcutta passed by the same students at different times of the year, had proposed to confer scholarships alone upon students who had passed the Entrance Examination of the Lahore College, felt it necessary that doubts should be set at rest as to the comparative difficulty in the two examinations, by the formation of a Committee which should thoroughly examine the state of the case, and report to Government the result of their observations.

This has been done by the Committee appointed by the Lieutenant-Governor in a very thorough and satisfactory manner; and His Honor would desire to thank the Committee for the care and time which they have bestowed upon this important subject. He feels sure that their labours will have a good effect upon education in this Province; while their report has given to him, as he is sure that it will give the Senate, confidence in the manner in which the examinations of the Punjab University College are conducted.

The report shows, in the opinion of the Lieutenant-Governor, that the examinations are sufficiently difficult, and that the certificates of the Punjab University College are as good a guarantee of efficiency as those of the Universities of other parts of India. The modifications which the Committee propose will still further improve the existing tests. The report will now be forwarded to the Senate of the University College with a request that that body will consider it carefully, with the recommendation of the Honourable the Lieutenant-Governor that its proposals be accepted. Several of the points dealt

with by the Committee have more special reference to the departmental course of education than to the procedure of the University College; but the Lieutenant-Governor would not wish to withdraw any question discussed by the Committee from the consideration of the Senate: as, in all matters of popular education, he would desire, so far as may be possible, to be favoured with their advice.

With reference to paragraph 34, the Lieutenant-Governor is prepared to agree to the proposals of the Committee, with regard to the educational test of persons admitted to ministerial appointments. It would be convenient if the Educational Department would draw up a note of the rules necessary for carrying out these proposals, and would state whether the Department is prepared to undertake the examination of candidates at a fixed time. His Honor considers that the test should not be a high one, and that it should apply to all appointments of over Rs. 15 per mensem.

The Lieutenant-Governor also agrees to the admission of Munshis of the Punjab University College to public employ without further examination, provided that a sufficient arithmetical test be introduced into the examination for those diplomas. Pandits who have a competent knowledge of Urdu may be admitted; but His Honor does not think that holders of this degree are on the same footing as Maulvis and Munshis, Urdu being the vernacular of the Province used in the courts.

The revised educational test for Government servants, which is now about to be prescribed, will be the lowest test; and those who have passed by any higher standard, or by any other examination, wherever held, of equal or greater difficulty, will be considered qualified without being compelled to submit to the Government examination.

ORDERED, that a copy of this Resolution, with the report of the Committee, be forwarded to the Registrar, Punjab University College, for favour of the expression of the views of the Senate. Also to the Director of Public Instruction for information and guidance.

Also that it be published in the *Punjab Government Gazette*^{7a}.

(True Extract.)

Lepel Griffin,

Secretary to the Govt. of the Punjab.

Secretary of State for India requested to accord sanction to the introduction, in the Legislative Council of the Governor-General, of a revised Bill for the establishment of a University in the Punjab.

No. 10 OF 1879

GOVERNMENT OF INDIA

HOME, REVENUE AND AGRICULTURAL DEPARTMENT
[Education]

Simla, the 28th July 1879.

TO The Right Honourable Viscount Cranbrook, Her Majesty's Secretary of State for India.

My Lord,

We have the honour to reply to the Marquis of Salisbury's despatch No. 10, dated the 15th November 1877, on the subject of raising the Punjab University College to the status of a University, and of giving it the power to confer degrees.

2. In the despatch under acknowledgment an opinion is expressed that it would be desirable—

(i) that the degrees to be given by the Punjab University should bear new and distinct names, different from the titles of B.A. and M.A. adopted by the Calcutta University; and

(ii) that Punjab degrees should be conferred for proficiency in the "Arts" course only, that is, in ordinary literature, and not for proficiency in the special subjects of Medicine, Law and Engineering.

It would seem from the despatch that the reasons for suggesting these limitations were—that, firstly, competent and independent examiners could not be found at Lahore; secondly, that the teachers and examiners at Lahore would be subject to no sufficient public opinion, and, thirdly, that there would be a risk of lowering the standard of knowledge which a B.A. or M.A. degree at present indicate, if the Punjab University were allowed to grant degrees bearing those titles.

3. In January 1878, we referred Lord Salisbury's despatch to the Punjab Government for consideration as to the manner in which the wishes therein expressed could best be carried into effect without interfering with the due accomplishment of the objects of the University. The Punjab Government at once consulted the Senate of

**Vide Registrar's letter dated the 24th June, 1878.* the Punjab University College. That body replied* to the effect that, if the intention was that

the Punjab University should only give a new kind of degree or certificate, this intention is at present fulfilled, inasmuch as the University College has for years past been in the habit of granting certificates of proficiency, which certificates are recognized and esteemed in Northern India. The Senate further represented that they obtained examiners from Provinces outside the Punjab, in the same way as is done by the Calcutta University, and that the standard of proficiency required at the Punjab University College examinations is already as high as that required by the University at Calcutta. The Senate also urged that the new University ought to be allowed to grant medical degrees, because Punjabis do not, and practically cannot, present themselves at the Calcutta medical examinations, while the medical standard at Lahore is at least as high as that of Calcutta. On this point they observe—and the observation is justified by experience—that a Punjabi Assistant Surgeon is, owing to his activity and for other reasons, better calculated to perform efficiently the duties attaching to certain appointments under Government than an average Bengali Assistant Surgeon. In regard to the degree in Law, the Senate submit that inability to confer such degrees would be a great drawback to the Province, for the reason that a degree in Law opens the door to practical employment and emolument in and outside the Government service.

4. The Punjab Government was not altogether satisfied as to relation between the standards of the Calcutta University examinations and those of the Punjab

*Messrs. Lepel Griffin, Secretary to Government, Punjab, and J. G. Cordery, Officiating Commissioner and Superintendent, Mooltan Division.

†Major W. R. M. Holroyd, Director of Public Instruction, Punjab; Dr. G. W. Leitner, Principal, Government College, Lahore; Mr. C. W. W. Alexander, Inspector of Schools, Lahore Circle; Mr. C. Pearson, Inspector of Schools, Rawalpindi Circle.

‡Reverend C. W. Forman.

University College. And the Honourable the Lieutenant-Governor accordingly referred this precise question to a Committee of eight European gentlemen, of whom two* were civil servants eminent for their scholarship; four† were the highest officers of

the Punjab Education Department; and one ‡ was an American Missionary who has long been engaged in educational work at Lahore. The report submitted by this Committee forms one of the enclosures of the Punjab Government's letter No. 191 C, dated the

12th June, copy of which, with its annexures, is herewith transmitted. The conclusions therein stated are, briefly, that the examinations in English, in History and in Geography at the Punjab University College for the Entrance, the Proficiency, the High Proficiency, and

Entrance, First the Honors standards were lower and easier than Arts, Degree the corresponding examinations at the Calcutta (B.A.), Honors. University. In Mathematics and in Oriental classics the Punjab standard was considered to be in some respects higher than at Calcutta; but, on the other hand, at Lahore the candidate was allowed to write his answers in his own vernacular. The Punjab examinations, moreover, embrace *viva voce* examinations, which are not held at Calcutta. The Committee either recommended reforms or approved reforms otherwise proposed, the effect of which, if adopted, would be altogether to discontinue the system of grace-marks, and at the same time to raise the standards in English, History and Geography. When these reforms are carried out, the Punjab University College examinations will, it is anticipated, be as difficult as the corresponding examinations of the Calcutta University.

5. The Punjab Government reviewed the Committee's report in †No. 1868, dated the a Resolution† which forms an enclosure to their 8th May, 1879. present letter. In that Resolution His Honor the Lieutenant-Governor stated his opinion that "the Punjab examinations were sufficiently difficult, and the certificates of the Punjab University College were as good a guarantee of efficiency as those of the universities of other parts of India." This statement is not altogether borne out by the Committee's report, which does not touch on the examinations at any universities besides Calcutta; while it records a distinct opinion that, in certain subjects, especially English, the standard has hitherto been lower than at Calcutta. At the same time, it may fairly be said that, when the reforms recommended by the Committee in March 1879 are carried into effect, the Punjab examinations will be sufficiently difficult, and will be equal to those of the Calcutta University.

6. In the present letter from the Punjab Government the Lieutenant-Governor states that the examinations, as now to be constituted, will be in all respects sufficiently difficult, and will afford as good a guarantee of efficiency as the Calcutta examinations; while the Punjab University will obtain many of its examiners from outside the teaching body of the University College. Mr. Egerton urges that the Punjab University may be invested with the same power of granting degrees as is at present possessed by the Calcutta University, and he discusses the question whether His Excellency the Viceroy and Governor General should be the Chancellor of the University. His

Honor at the same time submits a draft Bill, which he trusts may be introduced into the Legislature and passed into law during the present year.

7. Under all the circumstances of the case, we would recommend that Your Lordship's sanction be accorded to the introduction of a Bill into our Legislative Council for the establishment of a University at Lahore on the lines of the draft Bill herewith submitted. It will be distinctly understood that the standard of examination is to be raised to the extent recommended in the report of the Committee. It will be seen from the Punjab Government letter of the 12th June, paragraph 5, that the amendments suggested by the Committee with the object of raising the standard will be adopted.

8. As regards the Chancellorship, it is, in our opinion, expedient that the Lieutenant-Governor should possess some dominant power over the University; but this would scarcely be practicable if he were the Vice-Chancellor, inasmuch as the Vice-Chancellor must be the working head of the Senate and Syndicate. We are therefore of opinion that the Chancellorship should be held by the head of the Local Government for the time being, as is the case in Madras and Bombay. Section 11 of the Bill provides that the sanction of the Governor-General in Council shall be necessary to all bye-laws and regulations of the Punjab University; and this section would appear to give to the Government of India sufficient power of control over the University.

9. We would, in conclusion, express our opinion that Punjab University degrees should be allowed to carry the same titles as corresponding degrees in Calcutta, for the reasons given in paragraph 4 of the letter from the Government of the Punjab; that the Punjab University be permitted to grant degrees in Law and Medicine for the reasons given in the Senate's letter and summarised in paragraph 3 of this despatch; and that hereafter, when means of imparting instruction in Engineering are available, the University be empowered to grant degrees in Engineering also.

We have the honour to be,
My Lord,
Your Lordship's most obedient humble Servants,

Lytton/F. P. Haines/A. J. Arbuthnot/
A. Clarke/J. Strachey/E. B. Johnson/
W. Stokes/Rivers Thompson.

Secretary of State for India accords sanction to the introduction of a Bill to create the Punjab University College as a University to confer degrees in Arts, but requests that the Bill may not be passed into law until he has been supplied with evidence that the system of the College has been actually amended, in the manner proposed by the Committee appointed by the Lieutenant-Governor of the Punjab; and also suggests the addition of a provision under which the Government of the Punjab may authorise the University, subject to fulfilment of certain conditions, to confer degrees in Law, Medicine and Engineering.

Educational,

No. 10.

India office,

London, 18th December, 1879.

TO His Excellency the Right Honourable the Governor-General of India in Council.

My Lord,

The Despatch of your Excellency in Council, dated the 28th of July last, No. 10, on the subject of raising the Punjab College to the status of an University, and of giving it power to confer degrees, has been considered by me in Council, together with its enclosures, comprising a draft Bill intended to be submitted to the Legislature.

2. Adverting to the information which the papers now submitted contain as to the composition of the examining body, and the improvements which the Senate has resolved to make in the Arts examinations, and bearing in mind also the announcements which Your Excellency has made on this subject, and the expectation which has been held out to the population of the Punjab that these powers could be granted, I sanction the introduction into the Legislative Council of Your Excellency of a Bill to create the Punjab University College as an University to confer degrees in Arts; but I request that your Lordship will abstain from allowing the Bill to pass into an Act until you have supplied me with evidence that the system of the College has been actually amended in the manner proposed by the

Committee appointed by the Lieutenant-Governor of the Punjab, and until I shall have expressed myself as satisfied with such evidence.

3. With regard to the subjects of medicine and law, sufficient evidence of the comparative proficiency attained in the schools of the Punjab and the University of Calcutta has not been adduced to enable me at present to judge of the expediency of conferring similar privileges on the Punjab University. But I am of opinion that the proposed Act might contain a provision enabling Your Excellency in Council to grant those privileges in the case of the Faculties of Law and Medicine, and also of Engineering Science, when you are convinced by sufficient evidence that the proficiency of the Punjab students in those branches of knowledge, respectively, is equal to that of the students who receive degrees from the University of Calcutta.

I have the honor to be,

My Lord,

Your Lordship's most obedient humble Servant,
(Signed) Cranbrook.

[Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, February 1880, No. 15.]

Government of the Punjab asked to re-submit the Bill to Incorporate the Punjab University, with the addition of the provision suggested by the Secretary of State for India.

FROM F. C. Daukes, Esquire, Under Secretary to the Government of India, to the Secretary to the Government of the Punjab, No. 49, dated Fort William, the 9th February 1880.

With reference to your letter No. 191C, dated 12th June last, relative to the proposed Punjab University, I am directed to forward

<p>To Secretary of State No. 10, dated 28th July 1879.</p> <p>From Secretary of State No. 10, dated 18th December 1879.</p>	<p>copy of the correspondence noted on the margin with Her Majesty's Secretary of State for India, and to say that the Bill to create the Punjab University College an University to confer degrees in Arts will be introduced into the Legislative</p>
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Council of the Governor General when it is re-submitted by the Government of the Punjab with the necessary provision inserted to meet paragraph 3 of the Secretary of State's despatch.

2. I am at the same time to invite attention to paragraph 2 of the despatch from the Secretary of State, and to request that the evidence therein required, without which the Bill cannot be passed into law, may be submitted.

3. I am further to request that the list of names given in section 2 of the draft Act may be carefully revised before the Bill is re-submitted.

[Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, February 1880, No. 16.]

65

Memorial from the Lahore Indian Association opposing the creation of the proposed University for the Punjab.

TO His Excellency the Most Honourable GEORGE FREDERICK SAMUEL, MARQUESS OF RIPON, K.G.P.C., Viceroy and Governor General of India in Council.

THE HUMBLE MEMORIAL OF THE MEMBERS
OF THE INDIAN ASSOCIATION, LAHORE."

Most respectfully Sheweth,

Your memorialists venture to approach Your Excellency with this humble memorial on the subject of high education in this important Province of British India.

2. The educational policy of the Indian Government was distinctly laid down and declared in the Resolution of Lord W. Bentinck in 1835 (*vide* Resolution of Government dated 7th March 1835⁷⁸). In that Resolution, as well as in Lord Macaulay's famous educational Minute, it was stated with just emphasis that it was the bounden duty of the Government to instruct the people of this country in Western science

and literature through the medium of the English. That policy remains intact up to the present time. It was a policy adopted after a prolonged discussion, between men of extraordinary attainments and rare scholarship ranged on the different sides of the controversy, as to the relative merits of Eastern and Western culture and the benefits which each would confer on the Indian mind. Looking at the fruits of that policy at this distance of time, your memorialists cannot but congratulate themselves on their good fortune at the triumph of those who advocated the cause of English education. That education is the greatest of the great boons conferred by the British rule on the natives of this country, and your memorialists, in sympathy with the great body of their countrymen, would deeply lament if anything happened to retard its general diffusion.

3. In 1857 Universities were established in the three Presidency Towns. Their object was to reduce the educational system to a sound and uniform standard. When the Calcutta University was founded, the schools of the Punjab began to prepare students for its matriculation examination. In 1864 the Government College at Lahore was established. It was immediately affiliated to the Calcutta University, and its curriculum, together with that of the sister College at Delhi, were regulated by the requirements of that University. The students who passed creditably at the examinations of the Calcutta University were given every encouragement by the Government by the award of liberal scholarships, prizes, medals, and, to some extent, by the bestowal of honourable appointments. By these means a powerful stimulus was supplied to the spread of high English education and of enlightened ideas among the people of the Punjab.

Your memorialists observe that, in spite of many drawbacks and in the face of many difficulties, the system inculcated by the Universities has been on the whole eminently successful, and their establishment has been highly beneficial to the spread of enlightenment and culture all over India.

4. Your memorialists humbly venture to state that they yield to none in a warm appreciation of an indigenous civilization and of a flourishing literature in the vernaculars of the Province. Nothing could give them greater pleasure than if they could dispense with the employment of a foreign language for the education of the people to a proper standard. But, while cherishing these sentiments, your memorialists deem it a higher duty to subordinate them to what, in their humble opinion, constitutes the ultimate good of the people. As the vernaculars of this Province are not yet sufficiently advanced for the efficient instruction of students to a high standard, there seems, to your memorialists, no other alternative than to impart instruction through the medium of the English. Your memorialists apprehend

that it was principally in recognition of this patent truth that the educational policy of the Government of India in 1835 and the system of the Calcutta University, which insists on the English being used as vehicle of instruction, were framed.

5. Some 12 years ago, however, a movement was set on foot in this Province, which practically aimed at subverting the principles of the Calcutta University, and, therefore, the educational policy whereof it was the outcome, and which culminated in the establishment, as a tentative measure, of the Punjab University College. In 1877, on the occasion of the assumption of the Imperial dignity by Her Most Gracious Majesty the Queen, the Senate of that institution petitioned His Excellency the Viceroy to be raised to the rank of an incorporated University. Accordingly, a Bill has been framed to incorporate a University for the Punjab, and is now under consideration in Your Excellency's Legislative Council.

6. Inasmuch as the proposed measure is under discussion, and the question is of such vital importance that it concerns all classes and ranks alike, your memorialists most humbly crave leave to offer their opinion on the same.

7. Your memorialists would here most humbly ask permission to recapitulate in brief the history of the foundation of the Punjab University College as below:

On 10th June 1865, the late Sir D. McLeod, then Lieutenant-Governor of the Punjab, addressed a letter to the Director of Public Instruction, in which he observed that the time had come when "the Educational Department of the Punjab should take some more decided steps than it has heretofore done towards the creation or extension of a vernacular literature." The Director of Public Instruction upon this called for an expression of opinion from the Anjuman-i-Punjab—an Association composed mostly of Native gentlemen of the old school. Accordingly, a scheme for an Oriental University, drawn up by Dr. Leitner, the President of the Association and Principal of the Government College, Lahore, and approved of by the Association, was laid before His Honor the Lieutenant-Governor on 13th October 1865. His Honor gave it an encouraging reception, upon which an address prepared and signed by 65 gentlemen of Lahore and Amritsar was presented to him praying for the creation of a University with power to confer degrees. The Lieutenant-Governor expressed his sympathy with the movement, but pledged himself to nothing definite.

During the next three years the agitation for the creation of the University was carried on. In March 1868 a meeting was held at Lahore, under the Presidency of Sir D. McLeod, to lay down the main features of the proposed University, and it was resolved, among other

things, "that the University take up the teaching of students from the point where the Government Colleges leave it off," and "that education be conveyed as far as possible through the medium of the vernacular."

On 27th May 1868 the Punjab Government wrote to the Government of India recommending the establishment of a University in the Punjab on the following grounds:

"1st: That a strong desire exists on the part of a large number of the chiefs, nobles and educated classes of this Province for the establishment of a system of education which shall give greater encouragement to the communication of knowledge through the medium of the vernacular literature, and to the study of the Oriental classics, than is afforded by the existing system—a system trained to meet the requirements of the University of Calcutta.

"2nd: That it is the opinion of officers holding high positions in the Educational Department of this Province that the system of that University is not adapted to the educational requirements of the Punjab, inasmuch as it does not give a sufficiently prominent position to Oriental studies, regards English too exclusively as the channel through which instruction must be conveyed, and prescribes a mode of examination which is calculated, in their opinion, to raise superficial rather than sound scholars.

"3rd: That the governing body of that University has recently, through its Vice-Chancellor, expressed unwillingness to modify its system so as to meet the wishes of the Native community and educational officers of this Province.

"4th: That in the opinion of many, even were the Calcutta University to consent to modify its system, the area over which its operations extend is too vast, and the populations too varied, to admit of its properly fulfilling the duties devolving upon it.

"5th: That, under these circumstances, a strong desire exists that there should be a separate University for the Punjab and its Dependencies, constituted on principles more in harmony with the wishes of the people."

The Government of India, in reply, in its despatch No. 558, dated the 19th September 1868, declined to sanction the creation of a separate University for the Punjab; but remarked that, "if the primary object of the proposal be to establish a teaching body, the Governor General in

Council is prepared to comply with the application made by the Punjab Government," and that, "while, therefore, His Excellency in Council admits the propriety of establishing a teaching institution at Lahore, he is inclined to think that there is nothing in the circumstances of the Province to justify the establishment of a University simply for the examination of students. There are only two Government Colleges in the Punjab—those of Lahore and Delhi. . . . the fact seems clear that education in its higher branches has as yet made comparatively little progress in that Province, and His Excellency in Council considers that, under such circumstances, it is premature to think of establishing a University at Lahore."

On this the Punjab Government again wrote to the Government of India on 12th November 1868, urging the necessity of creating a separate University for the Punjab, but this time expressing its desire to accept a University of a lower status than that of the University of Calcutta. The Punjab Government observed—"His Honor is very far from supposing that a University formed from the materials which are here available, and based on the principles contemplated by its promoters, can at present be expected to attain to anything more than an humble position; and he would by no means desire that the honours it may confer should be placed in competition, or on the same footing with those of the Presidency University."

This letter of the Punjab Government was followed by another, No. 51, dated 11th February 1869, accompanied by a copy of a Minute by Sir D. McLeod, dated 10th February 1869⁹. His Honor in paragraph 4 of the Minute said—"The main objects which the Punjab Government, prompted by the people themselves, has in view are, in fact, two—*first*, to give to the leading and enlightened portion of the Native community a share in directing the educational efforts of the Government as affording the only means of really popularizing our educational system; and *second*, the creation of a more effective machinery than has heretofore existed for forming a vernacular literature imbued with the knowledge of the West, and creating a series of educational works on literature and science suitable for imparting that knowledge to the rising generation."

In paragraph 9 of the Minute the Lieutenant-Governor observed—"If it should be necessary, in consequence of establishing a University of the character advocated, to lower, at the commencement, the standards to be employed, none will suffer from this but the Province itself, which is quite prepared to submit to this; and surely, this being

the case, the experiment is worth trying." Your memorialists would beg leave to draw Your Excellency's attention to the remarkable words just quoted. In paragraphs 10 and 11 of the Minute His Honor remarked—"It is the fact that at the present time, so far as our Government is concerned, unless we include the teachers in our Schools and Colleges, whose time is for the most part fully occupied, no means have been afforded whereby a literary or scientific scholar can enjoy an independence as such, without resorting to some other occupation for maintenance, unless, indeed, he possesses private means, which is very rarely the case with such persons."

"This omission in our existing practice it is proposed to supply by establishing Fellowships in connection with the proposed University—a measure to which I myself attach a very great importance."

The Supreme Government, in its letter No. 262, dated 22nd May 1869, expressed its readiness to accord its sanction to the establishment of the proposed institution subject to

(Vide Constitution certain conditions. One of the principal conditions was "that the proposed institution should

not for the present assume the full character of a University, and that it should not grant degrees but certificates only" for, "owing to the less advanced character and extent of education in the Punjab, the degrees conferred by the Punjab University, were it now established, must almost necessarily be of an inferior character. His Excellency considers that such a result would tend materially to degrade the character and lessen the value of an Indian University degree, and might, therefore, operate injuriously on the spread of the higher branches of learning in India." Another important condition was (paragraph 4): "It is also understood that the study of English shall not only form one of the most prominent features of the teaching in any of the schools and colleges which may be connected with the proposed institution, but that both teaching and examination in subjects which cannot with advantage be carried on in the vernacular shall be conducted in English." In paragraph 7 of the letter it was suggested that "it would, perhaps, be a convenient arrangement to attach the Senate to the Lahore College," and in paragraph 8 it was laid down that "the connection of the Senate with the Lahore College need not militate against either the continuance of the connection of that institution or of that of any other college in the Punjab to the Calcutta University, and students who may enter themselves at the latter University might still be allowed to pursue their studies at any of the affiliated institutions in the Punjab." The Secretary of State in his despatch No. 13, dated 5th August 1869, expressed his concurrence with these views of the Government of India, whereupon the Government of India in its Notification No. 472, dated

8th December 1869, sanctioned the establishment of the University College at Lahore and also published the statutes.

8. The Punjab University College thus established was intended to have three special objects in view—

"1st: To promote the diffusion of European science, as far as possible, through the medium of the vernacular languages of the Punjab, and the improvement and extension of vernacular literature generally.

"2nd: To afford encouragement to the enlightened study of Eastern classical languages and literature.

"3rd: To associate the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education."

The University was also to perform a three-fold function,—it was to be a teaching body, an examining body, and a literary society.

9. With reference to the first of the three special objects enumerated above, your memorialists submit that, although Punjab University College has been in existence for more than ten years, very little has been done towards "the improvement and extension of the vernacular literature," and "the diffusion of European science through the medium of the vernacular languages." Not even the text-books on many subjects have yet been written. Your memorialists beg to attach a list of the vernacular books which have been published by the University College since its creation; of these only 13 have reference to European science. Again, some of the books mentioned in the list are mere reprints of former works. Your memorialists are under the painful necessity to remark that most of the works on European science published by the University College are of a very inferior character, and generally calculated more to retard than to further the diffusion of European science. They would beg leave to point out that the only three or four works of any merit in general literature and science, brought out under the auspices of the Punjab University College, have been written by men who are either graduates of the Calcutta University or trained under the influence of the system of which the Calcutta University is the outcome. It is further remarkable that most of the books published by the Punjab University College are in Urdu; and that, while some effort seems to have been made in getting up a few books in this language, the Hindi and the Punjabi, the real vernaculars of the Punjab, the languages of the great masses of the people have been almost entirely neglected.

Your memorialists beg to submit that it is not possible to force a vernacular literature into existence in the manner proposed by the Punjab University College, and that its creation can only be properly effected by the spread of high English education. In support of their view in this particular, they would beg to refer to what has taken place in Bengal and Bombay within the last 50 years. Up to the first quarter of the present century, when the classical languages of the East were alone studied, Bengal and Bombay had scarcely anything like a real vernacular literature. But no sooner was high English education introduced than a vigorous vernacular literature, rich in prose and poetry, dramas, novels and scientific works, began to grow up, and is now progressing in mighty strides to a high standard of excellence. What your memorialists specially beg to draw Your Excellency's attention to is that all the best authors are distinguished by their sound knowledge of English. Your memorialists would therefore venture to urge that the improvement of the vernaculars of the country can only be attained by stimulating the spread of high English education, and thus invigorating the Native mind with the thoughts and ideas of the West.

10. The second of the special objects which the University College was intended to accomplish, viz., to encourage the enlightened study of the Eastern classics, has also not been fulfilled. Your memorialists beg to quote from official papers to shew that the Oriental College, inaugurated by the Punjab University College to obtain this end and maintained by it at the expenditure of nearly half its resources, has been a failure. The Director of Public Instruction in the Education Report for 1878-79 remarks that the College, instead of being a seat of learning, "attended by Moulvies and Pundits—men already versed in Arabic and Sanskrit," has been chiefly "recruited by youths generally ignorant, at the time of their admission, of arithmetic, history, geography, possessing some knowledge of a very low order of Persian, Arabic or Sanskrit; some were even ignorant of the vernacular," and that "all students were attracted by small stipends awarded either at entrance or after they had been in attendance for a short time." Your memorialists beg leave to add that the Oriental College seems to have recently been converted into an institution having a much less ambitious object in view than to foster an "enlightened study of Eastern classical languages." The Director of Public Instruction in the same report further says—"Dr. Leitner has lately been endeavouring to give the education imparted in the College a more practical form. In the Persian Department the students are now instructed in office work. It is generally held by educationists that instruction of this kind is not the proper work

of a College, and that it should be acquired by actual experience after the general education is completed."

11. With respect to the third of the special objects mentioned in the statute, viz., "to associate the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education," your memorialists submit it is a matter of question whether, properly speaking, any steps have been taken in that direction.

12. Your memorialists venture to urge that neither has the Punjab University College proved successful in the discharge of the three-fold function with which it was invested. As an examining body, it holds examinations, and, not having the power to confer degrees, awards certificates to successful examinees. But these certificates are never much valued by the people. The Director of Public Instruction, in paragraph 20 of his Education Report for 1878-79, says—"A degree of the Calcutta University is of course more highly valued than a diploma awarded by the Punjab University College." What the Punjab University College has done as a teaching body and as a literary society your memorialists have already ventured to point out in paragraphs 9-11 of this memorial. They would beg leave to add that the funds at the disposal of the Punjab University College amount to about Rs. 62,000 per annum. Nearly half of this amount is spent in maintaining the Oriental College, whose uselessness has been exposed by the Director of Public Instruction in the Education Report for 1878-79, referred to above, and the remainder is mostly frittered away in small grants-in-aid to ephemeral and ill-conducted schools, in stipends to undeserving students, in publishing and supporting worthless books, and the like. Sir D. McLeod proposed to create Fellowships to be awarded to men of real merit, who might devote their time and energies to the cultivation and improvement of the vernaculars. These fellowships have been created; but the manner in which they have been split up, the way in which their holders are encumbered with various duties, and the doubtful discretion exercised in many instances in the selection of the Fellows themselves, leave little hope of ever realizing the small amount of good that an institution of this nature was likely to confer. It was also proposed that the University "take up the teaching of students from the point at which the Government Colleges leave it off." Far from this being the character of the institution at the present day, it counts among the students of the Oriental College some who are ignorant of the very vernaculars of the country—(Vide D. of P.I. Report for 1878-79, quoted above.)

13. Your memorialists would now beg leave to draw the attention of Your Excellency to the manner in which some of the most important provisions of the statutes laid down for the guidance of the Punjab University College have been practically disregarded. Your memorialists greatly regret to observe that public opinion is not yet sufficiently strong in this Province to ensure their strict observance. Statute III., 3a, provides that "the study of English shall form one of the most prominent features of the teaching in all the schools and colleges connected with the institution," &c. Now the "study of English," instead of forming one of the most prominent features of the teaching of the Oriental College, is *not taught in it at all*. Again Statute III. 3rd provides—"Proficiency in Arabic or Sanskrit, or such other Oriental language as may be prescribed by the governing body, combined with a thorough acquaintance with English, shall be a necessary condition for obtaining the highest honours of the institution." The Senate has held (*vide* Punjab University College Calendar for 1878-79, paragraph 55) that English shall *not* be a compulsory subject for the High Proficiency in Arts examination, which is said to be equivalent to the B.A. examination of the Calcutta University. The same Statute further says—"Provision shall be made for duly recognizing and honouring proficiency in literature and science in the case of those unacquainted with English, provided such attainments are combined with a fair acquaintance with the more important subjects of European education, such as history, geography, &c., so far as such acquaintance is obtainable through the medium of the vernacular." This rule has been set at naught in all examinations on the Oriental side held by the Punjab University College. No knowledge of important subjects of European education is required in any of the following examinations: Maulavi, Maulavi Alim, Maulavi Fazil, in Arabic; Munshi, Munshi Alim, Munshi Fazil, in Persian; Pragya, Visharad and Shastri, in Sanskrit. Then again Statute III, 3a, says—"both teaching and examination which cannot with advantage be carried on in the vernacular shall be conducted in English." There are hardly any text-books in the vernacular for the High Proficiency examination, and the difficulty greatly occurs in the Proficiency examination also; yet the teaching and the examination are both conducted in the vernacular.

The same Statute also provides "that in schools and colleges connected with the institution which are now affiliated to the Calcutta University, due provision shall be made to afford instruction to students desirous of qualifying for degrees in the University of Calcutta." And in the letter of the Government of India to Secretary to Punjab Government, No. 262, dated 22nd May 1869, it was

distinctly laid down that "the connection of the Senate with the Lahore College need not militate against either the continuance of the connection of that institution or of that of any other college in the Punjab to the Calcutta University." As a fact, however, your memorialists regret to say, the connection between the Calcutta University and the schools and colleges in the Punjab is about to cease. The Local Government has ruled that from November next the Government scholarships, which were up to this time awarded according to the results of the Calcutta University examinations, will in future be awarded according to the results of the examinations of the Punjab University College, and that from 1882 students who do not know English will also share in these scholarships. With regard to this ruling the Director of Public Instruction observes—"The practical effect of this measure will be to break off almost entirely our connection with the Calcutta University." Your memorialists also beg to point out that the Senate of the Punjab University College has so fixed the date of the Entrance and Proficiency in Arts examinations this year, that it will practically preclude the students who appear in them from competing at the corresponding examinations of the Calcutta University, which the abler students have hitherto been always in the habit of doing.

14. One of the ostensible objects of the Punjab Government in the creation of the Punjab University College was to popularize the Government educational system by communicating knowledge through the medium of the vernaculars. Your memorialists, nevertheless, venture to submit that the people generally seem averse to the educational movement initiated by the establishment of the Punjab University College. Vernacular education is popular when it does not exceed the primary stage of instruction; but beyond that stage the people want education through the medium of the English. Your memorialists beg to state that in 1871, only two years after the establishment of the Punjab University College, the Anjuman-i-Punjab, who were the originators, and are still the main supporters, of the Oriental movement, submitted a memorial to Government "soliciting the extension of the instruction of the English language and the removal of several injurious restrictions placed on the study of this language."

The Director of Public Instruction, the highest educational officer in the Province, in paragraph 5 of his report for 1878-79, says—"What the people in almost all towns and in some rural districts really desire is English education, and for this they will pay far more than for any other kind of education whatever . . . For vernacular education the people generally will pay nothing where English education can be obtained in a secular school." Again, in paragraph 22 of the report,

he says—"In Government schools where English is taught, that language has always been the medium of instruction in the higher classes and Urdu in the lower. When, however, I proposed to convey instruction through the medium of Urdu to a somewhat higher standard than before, the measure proved to be extremely unpopular, and so strong an agitation, headed by the members of the Anjuman and the Native supporters of the Oriental movement themselves, was raised against it that it was found necessary to abandon it. . . There is a strong desire that instruction should be given to a greater extent, through the medium of English, in all schools where that language is taught; and it will be expedient gradually, to a certain limited extent, to meet the wishes of the Native community on this subject."

15. Your memorialists have endeavoured to show above that, although the Punjab University College has been in existence for upwards of ten years, it has failed either to demonstrate the superiority of its principles to those of the Calcutta University or to give satisfaction in the practical working of the same, and that its alleged popularity is more than problematical.

Your memorialists therefore humbly submit that the Punjab University College has not made out its claim to be raised to the status of a University, entitled to confer degrees like the Universities of the Presidency Towns.

Your memorialists base their objection principally on the following grounds:

1st. That the Calcutta University being a purely examining body, no tangible reasons have yet been shewn for holding it unfitted to discharge that function in this Province. The fact that Lord Lawrence, who had spent the best part of his life in the Punjab, and than whom no one was better acquainted with the wants and wishes of its people, was the head of the Indian Government at the time it declined to sanction the scheme for a separate University when first propounded, seems to your memorialists to be a conclusive argument on the point.

2nd. That the principles of the proposed University are of a retrograde and reactionary character, inasmuch as it dispenses with English as a compulsory subject in all its examinations, thereby discouraging the study of that language.

3rd. That English being dispensed with, the standard of instruction must necessarily be lower than that of other Universities, and the examination tests lower in proportion. This would have the effect of lowering the value of degrees granted by Indian

Universities generally. Your memorialists have already pointed out that there is in the vernacular languages a sad want of text-books for the higher examinations. They further beg to submit that, even if the required text-books, one in each subject, could be produced in a certain number of years, they alone would not enable the students to acquire that amount of knowledge in any of the subjects of study which it is desirable men competing for University honours should possess.

4th. That the degrees (B.A., M.A., &c.) conferred by the Presidency Universities are meant to imply a certain standard of scholarship in Western science and literature. It would be an anomaly to grant the same degrees to persons who have no such scholarship.

16. Your memorialists, in support of their allegations, would humbly beg leave to quote here the remarks of the Government of India and of the Right Honourable the Secretary of State for India on the subject.

The former, so far back as 1868, when a University for the Punjab *Vide letter No. 558 dated 19th September 1868.* was first proposed, observed—"There is nothing in the circumstances of the Province to justify the establishment of a University simply for the examination of students. There are only two Government Colleges in the Punjab, those of Lahore and Delhi." There was also another College at Lahore at that time, viz., the Lahore Mission College; and the argument quoted above applies with greater force now that the two last-named Colleges have ceased to exist.

The Right Honourable the Secretary of State for India, in his despatch No. 10, dated 15th November, 1877, gives it as his opinion that "the power of granting degrees proposed to be conferred on the Punjab University College" is "a proposal of the greatest importance to the interests of higher education in India," and observes—"Nothing, therefore, in English experience would lead me to assume that the reservation of the power of granting degrees and testing results to the University of Calcutta as a purely examining body would be in itself detrimental to the interests of the Punjab University College as a teaching body." In another place it is observed—"The papers which I have received from Your Excellency show that there is still, as there has long been, much difference of opinions between persons entitled to speak with authority as to the expediency of removing the power of conferring degrees from the University of Calcutta to the Punjab University College as far as concerns students of the Punjab.

All are not agreed that the Punjab University College has any complaint, or that examiners, at once competent and independent, can be obtained from the Lahore institution, or that a sufficient amount of controlling public opinion can be brought to bear on teachers and examiners through the medium of the new Senate." Stress is also laid in the despatch on "the great objections of lowering the standard in a country in which strict and accurate knowledge is a novelty." Lowering the standard, your memorialists beg to observe, is one of the greatest objections to the working of the Punjab University College even as a teaching body.

17. Your memorialists on all the grounds set forth above are of opinion that the creation of a separate University as an examining body for the Punjab on the principles of the Punjab University College, and the cutting off of the connection of the colleges and schools of the Punjab with the University of Calcutta, which is established on solid principles, and of which the system of education is in so much request among the people, would not be beneficial to the educational interests of this Province. They are fully convinced that if the Punjab is ever to take a high place among the Provinces of India, if she is to keep pace with the progress which has set in all over the country under the beneficent influence of British rule, such an object can only be attained by means of a sound liberal *English* education imparted to the people on a wide scale.

At the same time, your memorialists have nothing to object to the Punjab University College existing as a separate institution as a literary society for the purpose of encouraging the creation and development of vernacular literature by holding out proper Fellowships and prizes to deserving literary men and successful authors; nor have they at all anything to say against the University College existing as a teaching body, if it conform to the Resolution already referred to, which was passed at a general meeting held under the presidency of Sir D. McLeod on 12th March 1868, namely, "that the University take up the teaching of the students from the point at which the Government Colleges leave it off." In fact, your memorialists would hail it with delight if the University College confined itself to these its legitimate objects and expended its ample resources in attaining them.

18. In conclusion, your memorialists beg to submit that the suspicion entertained in some quarters that English education is apt to weaken the loyalty of the Indian people and to breed a spirit of dissatisfaction towards the British Government, is most unfounded. None can understand so well the manifold advantages of the British rule in India as the educated Natives, who are always deeply grieved to find their fidelity to their sovereign impugned by men who from

their position might be expected to know better. Your memorialists would venture to give Your Excellency emphatic assurances of the unswerving devotion and loyalty of the educated community to the British Government. It is no doubt true that English education induces a spirit of independence and a disposition to criticise the measures of Government; but independence and constitutional representation of our grievances to those under whose care Providence has placed us do not mean sedition; and your memorialists feel assured that Your Excellency and Englishmen all over the world would welcome this growing feeling of independence and this law-abiding spirit, which have been created and fostered among the natives of India under the life-imparting influence of British rule. Your memorialists must humbly submit that a free but respectful expression of opinion and an independent but temperate criticism of the measures of Government by the educated section of the Native Community are worthy of encouragement, as they are the only means by which a perfect understanding may be arrived at between the governing and the governed races, and the wants and wishes of the latter can be made known to the former.

19. Wherefore your memorialists humbly pray that the Punjab University College be not raised to the status of a University; that the connection of the schools and colleges of the Punjab with the University of Calcutta may be maintained as heretofore; that the Government scholarships, prizes, medals and honours be awarded according to the results of the Calcutta University examinations; that no hindrance be thrown in the way of students desirous of going up for the Calcutta University examinations; that the examination function of the Punjab University College be confined to Oriental languages and Oriental subjects; and that education be more largely imparted through the medium of the English language.

And your memorialists, as in duty bound, shall ever pray.

[Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs. June 1881, No. 29.]

ENCLOSURE IN DOCUMENT 65

List of Vernacular books published by the Punjab University College since its creation.

No.	Title of Book	Name of Author, Translator or Editor of the Book	Subject	Remarks
1	Yagyan Valkya Sanhita	Pandit Guru Parshad of the Oriental College, Lahore.	The Sanskrit text and Hindi Translation of a work on Hindu Law.	A reprint.
2	Shruta Bodha	Kali Dasa	An Elementary Treatise on Sanskrit Prosody, by the famous Poet Kali Dasa.	The first edition published by the author himself.
3	Laghu Vyakaran	Babu Navina Chandra Rai	An Elementary Grammar of Sanskrit.	Hindu Logic.
4	Lakshanawali	Pandit Sukh Dyal	A Logical Dictionary in Sanskrit	The translator Rugh Nath Das received a prize of Rs. 500 from the Punjab University College.
5	Risala-i-Usul-i-Bargi wa Maqnatisi	Lala Rugh Nath Das	Elements of Electricity and Magnetism translated chiefly from Joyce's Scientific Dialogues.	
6	Elementary Lessons on Physiology	Dr. Rahim Khan, Khan Bahadur	Translation into Urdu of Huxley's Elementary Lessons on Physiology.	
7	Ghaniyamiti	Pandit Kirpa Ram, Teacher Oriental College.	A translation into Hindi of Euclid, Books XI and XII.	Translated from the Bengali.
8	Charupath	Pandit Bhandat	A Hindi Reader.	
9	Diwan-i-Hassan	Maulvi Faiz-ul-Hassan	The Poems of Hassan, a poet of Arabia and contemporary with Muhammad on whom he wrote many panegyrics.	

No.	Title of Book	Name of Author, Translator or Editor of the Book	Subject	Remarks
10	Atbaq-uz-Zahabb	Abdul Qaidir	Essays on moral subjects in Arabic by Abdul Momin of Ispahan.	A reprint.
11	Tark Sangreh	Pandit Bhandat	First Book of Logic in Punjabi.	
12	Rauzat-ul-Udaba	M. Muhammad-ud-din	Brief Notices of the lives of the principal writers, historians, poets, philosophers and divines who wrote in Arabic.	
13	Kitab-i-'Ilm-i-Kimiya	Dr. Saiyid Amir Shah	Translation into Urdu of Roscoe's Elementary Lessons on Chemistry.	
14	Tadrisat-i-'Ilm-i-Taba'ij	Ditto	Introductory Lectures in Physical Science.	
15	Hadiqa-i-Balighat	Fazl-i-'Ilahi	Translation into Urdu of a Persian Grammar entitled Chahar Gulzar.	Published by the Translator. Some copies taken by Punjab University College.
16	Tawarikh-i-Qanun-i-Hind	Saiyid Amir Shah	A digest of lectures delivered to the law class of the Punjab University College on the constitution of law in India.	
17	'Ilm-i-Sukun	Lala Aya Ram, B.A.	Translation of Todhunter's Statics for Beginners.	
18	Mantaq-i-Qiyasi	Lalas Madan Gopal, M.A., and Aya Ram, B.A.	Translation of Fowler's Deductive Logic.	
19	'Ilm-i-Hayakat	Babu Shashi Bhushan, M.A., B.L.	Elementary Dynamics in Urdu.	

20	Tawarikh-i-Mutaqaddamin	M. Ghulam Mustafa	An abridgment of Taylor's Ancient History.	Published by the Translator. Copies purchased by Punjab University College.
21	'Ilm-i-amal-i-Qabila	Dr. Rahim Khan, Khan Bahadur	Principles and practice of Midwifery.	
22	Khulasa-i-'Ilm-i-usul-i-Qawanin	Babu Shashi Bhushan, M.A., B.L.	Translation of Introduction to Jurisprudence.	
23	Chhandbod	Pandit Rishi Kesh	A Treatise on Prosody.	
24	Tib-i-Rahimi	Dr. Rahim Khan, Khan Bahadur	Principles and Practice of Medicine.	The University College cannot lay claim to these books. They were produced by the author in the course of his duties as Professor in the Medical School.
25	Qarabadin-i-Rahimi	Ditto	The Elements of Materia Medica.	

Counter-memorial from the residents of Gurdaspur District and others, favouring the creation of a University for the Punjab, dated Gurdaspur, January 1881.

TO His Excellency the Most Noble GEORGE FREDERICK SAMUEL ROBINSON, MARQUIS OF RIPON, K.G., P.C., G.M.S.I., Viceroy and Governor-General of India.

MEMORIAL OF THE RESIDENTS
OF GURDASPUR AND OTHERS⁸⁰

May it please Your Excellency,

We, the undersigned residents of the Gurdaspur District and others, having seen a memorial against the Punjab University College, purporting to emanate from the Lahore Branch of the Indian Association, deeply regret that so unpatriotic and incorrect a representation regarding an institution that has conferred so many benefits on the Punjab, both as regards higher English education and the spread of knowledge among the masses through the medium of their vernacular, should have been made to Your Excellency by any one in this Province. It may be a sufficient indication to Your Excellency of the character and motives of these misguided persons, when we state that numerous signatures were obtained in this place from persons unacquainted with English under the representation that the memorial was in favour of the Punjab University College. Some of those who thus signed it under a misapprehension have now had the contents of the memorial explained to them, and they now hasten to undo the mistake, into which they have been led, by taking part in the present humble address, praying that their national institution may soon receive the status to which it is entitled, both by its successful labours in the past and the solemn promise of the Government of India. Indeed, had this institution not been in existence, higher English education would never have been within our reach, for it is the Punjab University College that has given scholarships to persons who had passed either its own Entrance Examination or that of the Calcutta University in order to prosecute their studies for the High Proficiency standard or the corresponding B.A. degree. In these benefits of the Punjab University College this district and its main school have been a large sharer; and it would be the height of ingratitude as well as of unwisdom if we allowed the voice of a few discontented persons to be taken for the opinion of this town and district.

Owing to the existence of the Punjab University College translation from English into the vernacular and *vice versa* has taken the place of the system of paraphrasing on which the Calcutta University used to insist. Numerous other reforms have also taken place in that University owing to the movement in Upper India, though, in consequence of its distance from this Province, it cannot orally examine in languages and natural science as is done by the Punjab University College, and it thus deprives itself the student and their eventual employers of the only real test in these subjects, whilst the text-books of the Calcutta University, which are not always well selected, are no substitute for the thorough knowledge of the English language and literature as a whole, on which the Punjab University College insists in addition to certain text-books.

We have entered at such length into this matter, as it has been falsely alleged that the Punjab University College is opposed to the development of the study of English. What the institution has done towards the revival of ancient learning and of the vernaculars, not only as an examining body—a function to which the other Indian Universities confine their attention—but also as a teaching institution, and as a learned society encouraging and rewarding translators and authors, is known to the whole world, and may be gathered in detail from its reports.

It is really in all, except the name, the only complete University in India as stated by Your Excellency's predecessor, and we now humbly hope that it will receive the name at Your Excellency's hands.

We also humbly venture to point out that it is the first great attempt made in this country to carry out the Educational despatch of 1854 by partly relieving Government of the ever-growing cost on education and interesting the wealthy and the learned, as well as the Native Chiefs, in the furtherance of education and the cordial association with Government officials in educational matters generally.

We, therefore, humbly beg that the great educational enterprise of the Punjab, the earnestness of which is attested by the continued liberality and labours of its donors and supporters, may soon receive the long deserved crown of its aspirations.

And your petitioners will ever pray.

Sekundar Khan, and others.

[Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, June 1881, No. 31.]

Government of the Punjab submit amended proposal for the incorporation of the Punjab University.

No. 1277

GOVERNMENT OF PUNJAB

HOME DEPARTMENT

Lahore, the 30th March 1881⁸¹

TO the Hon'ble C. Grant, C.S., Officiating Secretary to the Government of India, Home, Revenue and Agricultural Department.

Sir,

Your letter No. 49, dated 9th February 1880, forwarded copy of correspondence with Her Majesty's Secretary of State for India on the subject of raising the Punjab University College to the status of an University, and of giving it powers to confer degrees, and intimated that a Bill to create the Punjab University College an University to confer degrees in Arts would be introduced into the Legislative Council of the Governor-General when it should be re-submitted by the Government of the Punjab with the addition of the provision, required by the Secretary of State, enabling the Governor-General in Council to grant the privileges of an University in respect to the subjects of Medicine and Law, as well as in Engineering Science, when sufficient evidence should have been afforded that the proficiency of Punjab students in those branches of knowledge respectively was equal to that of the students who received degrees from the University of Calcutta. Your letter at the same time invited attention to paragraph 2 of the despatch of the Secretary of State, and requested that evidence might be adduced by this Government to show that the system under which the Arts Examinations of the Punjab University College were conducted has been actually amended in the manner proposed by the Committee appointed by the Lieutenant-Governor of the Punjab, without which evidence the Bill could not be passed into Law. Lastly, your letter requested that the list of names given in Section 2 of the draft Act might be carefully revised before the Bill was resubmitted.

2. I am desired by the Hon'ble the Lieutenant-Governor to express the gratification with which he has received the assurance that it is the intention of His Excellency the Governor-General in Council to fulfill the expectations which have long been entertained by the inhabitants of this Province who are interested in education in regard to the constitution of an University at the capital of the Punjab for the purpose of conferring degrees in Arts. His Honor trusts that the evidence (detailed further on) regarding improvement in the Arts Examinations, which the Senate are now able to produce, will enable His Excellency to give effect to this intention.

3. A provision enabling the Governor-General in Council, subject to the conditions prescribed by the Secretary of State, to confer the power of granting degrees in Law, Medicine and Engineering upon the Chancellor, Vice-Chancellor and Fellows of the future University has been appended to Section 14 of the revised draft Bill which forms Appendix I. to this letter. With reference to this provision, Sir Robert Egerton ventures to ask permission to bring forward evidence of the proficiency of the Punjab students in the branches of Law and Medicine, with a view to degrees in these subjects being granted at Lahore. His Honor has no doubt that sufficient evidence of this proficiency will be forthcoming to enable the Governor-General in Council to extend the privilege so as to comprise degrees in these subjects, and he only refrains from adducing this evidence at the present time because it would entail some delay, and because he deems it more fitting that he should first obtain the consent of His Excellency to its being submitted. In regard to the subject of Engineering, the Lieutenant-Governor is not at present prepared to show that the examination necessary for testing the attainments of candidates for degrees in this science can be conducted satisfactorily in connection with the Punjab University College.

4. In order to show that the system of the Punjab University College has been amended in the manner proposed by the Committee appointed by the Lieutenant-Governor of the Punjab, the prospectuses of the various examinations in Arts, as finally accepted and adopted by the Senate, are appended to this letter, and form Appendix II. These prospectuses have been annotated in order to show the resolutions of the Senate in pursuance of which the alterations have been made. In order, however, to show precisely the changes involved in each of these prospectuses, a memo. (Appendix No. III) has been attached, showing in what respects each of the present examinations is more stringent than those which have been hitherto held.

5. Sir Robert Egerton trusts that a perusal of Appendices II. and III. will show to the satisfaction of the Governor-General in Council that the amendments of the system of examination in Arts pursued by the Punjab University College which were considered necessary by Her Majesty's Secretary of State before the status of an University could be conferred upon it have actually been carried into effect. There is no need, His Honor believes, to recapitulate the arguments which were given in this office No. 191C., of the 12th June 1879, for showing that the examinations thus amended are in no way less stringent in their character than those conducted by the Calcutta University, because His Honor understands that this conclusion has been accepted both by the Governor-General in Council and by Her Majesty's Secretary of State, and that evidence of the adoption of the amendments is all that is required to remove any hesitation which may be felt in regard to conferring the power of granting degrees in Arts. With reference to the views previously expressed in the enclosures to this office letter above quoted, the Lieutenant-Governor proposes the following vernacular equivalents for the degrees of M.A. and B.A., to be awarded to candidates passing the examination for Honors and High Proficiency in the Oriental sections, viz., *Malik-ul-ulum* and *Baligh-ul-ulum* respectively. These titles, which have been suggested by the Faculty of Arts, are the most appropriate which the Lieutenant-Governor is able to select, while they avoid the time-honoured designations denoting proficiency in the English curriculum.

6. A revised list of names of members of the Punjab University Senate has been substituted for that previously given, and will be found in Section 2 of the draft Bill which the Lieutenant-Governor now submits for consideration, and which forms Appendix I. to this letter. The names of persons who have permanently left India or died have been omitted. With reference to the remarks contained in my predecessor's letter No. 191C., dated 12th June 1879, para. 11, no change has been made in the proposal to constitute the Lieutenant-Governor the Chancellor of the University; but Mr. Gore Ouseley, the late Financial Commissioner, who was proposed as the first Vice-Chancellor, having died, the Lieutenant-Governor would substitute the name of Mr. T. H. Thornton, C.S.I., D.C.L., as his successor.

7. I am to take the opportunity of noticing the memorials forwarded with your No. 373, dated 5th November 1880, and No. 51, dated 12th February 1881. The first of these purports to be a representation on the part of the Indian Association at Lahore against the elevation of the Punjab University College to the status of an University. It is signed by Sardar Dial Singh, a member of the

Senate, who has recently sent in his resignation. The Lieutenant-Governor observes that the memorial represents the views of a certain number of the members of the Association, but is not an expression of the views of the Association, nor of a majority of the members. The movement appears to be a local one originating from a few persons in Amritsar who evidently labour under a misconception of the measure now under the consideration of the Government of India, and a want of acquaintance with the system of examination adopted and the results obtained by the Punjab University College. The Lieutenant-Governor considers that, under these circumstances, the memorial does not carry the weight which a representation on this subject from a body of educated native gentlemen would ordinarily bear.

Not long after the presentation of this memorial a meeting was held by the Lahore Anjuman with the object of protesting against the memorial of some members of the Indian Association. A copy of the proceedings of this meeting is annexed (Appendix IV)⁸². The memorial received with your letter of the 12th February is also a protest against the memorial of the Indian Association signed by 2,000 persons of the Gurdaspur District, which shows that the views advocated by the gentlemen who submitted the first memorial are not shared by the people of that district. The measure which has long been advocated by this Government, and which now, His Honor trusts, is about to be realized, is one which rests for its justification upon arguments which are before the Government of India; and Sir Robert Egerton asserts with confidence that it is one which will be gratefully appreciated by the people of the Punjab, who have testified their interest in the system of education which the Punjab University College is intended to foster, by large subscriptions and by sustained interest in the proceedings of the Senate.

I have the honor to be,

Sir,

Your most obedient Servant,

W. M. Young,

Secretary to Government, Punjab.

Secretary of State for India requested to accord sanction to proceed with the necessary legislation for purpose of converting the Punjab University College into a University.

No. 6 of 1881

GOVERNMENT OF INDIA

HOME, REVENUE AND AGRICULTURAL DEPARTMENT

[Education]

Simla, the 11th June 1881.

TO The Right Honorable the Marquis of Hartington, Her Majesty's Secretary of State for India.

My Lord Marquis,

In Lord Cranbrook's despatch No. 10 (Educational), dated the 18th December 1879, sanction was conveyed to the introduction into our Council of a Bill to convert the Punjab University College into a University to confer degrees in Arts; but this sanction was accompanied by a direction that the Bill should not be passed into law until evidence had been supplied of the College system having been actually amended in the manner proposed by the Committee appointed by the Lieutenant-Governor of the Punjab, and until His Lordship had expressed himself satisfied with such evidence.

2. We have now the honour to forward a communication* from the Government of the Punjab supplying the report of the Committee (enclosed in the Punjab Government letter No. 191C.,† dated the 12th June 1879) with the enclosures of the present letter⁶³ will show that the recommendations of the Committee have been carried into effect, and that the system of the College has been amended in accordance therewith. Your Lordship will observe that as regards Medicine, Law and Civil Engineering, a provision (Section 14) has been inserted in the amended Bill enabling the Governor General in Council to confer upon the Chancellor, Vice-Chancellor and Fellows the power of granting degrees. This provision has been made in accordance with the instructions contained in paragraph 3 of Lord Cranbrook's despatch of 18th December 1879.

*No. 1277, dated 30th March 1881, required information. A comparison of the report and annexures.

†Vide despatch to Secretary of State, No. 10, dated 28th July 1879, paragraph 4.

3. We also forward copies of the Memorials to which reference is made in paragraph 7 of the letter from the Punjab Government, dated 30th March 1881. The first of these purports to be from the Lahore Indian Association, and contains a protest against the elevation of the Punjab College to the status of a University. The Lieutenant-Governor, however, reports that the memorial does not represent the views of the Association, nor even of a majority of its

members; and, from the proceedings* of a meeting held by the educated Natives of Lahore, it

appears that the memorial emanated from a small number of young men, whose mode of education has probably dissociated them in thought and feeling from the generality of people in the Punjab. Further, it will be seen that the views put forward in this memorial are decidedly opposed in the second memorial, which is signed by 2,000 persons of the Gurdaspur District, and which is strongly in favour of the creation of a University for the Punjab. Under these circumstances, we are of opinion that the protest against the elevation of the College to the status of a University does not represent the views of the people in the Punjab generally, or indeed of any considerable section of the Native community, and that the memorial does not show any sufficient reasons for reconsidering the decision already recorded.

4. As it appears to us that the evidence furnished by the Punjab Government of the amendment of the educational standard at the University College may be accepted as sufficient, we have the honour now to solicit Your Lordship's sanction to our proceeding with the necessary legislation. The question of empowering the authorities of the University to grant degrees in Law and Medicine is reserved for future consideration after the Bill has passed into law.

We have the honour to be,

My Lord Marquis,

Your Lordship's most obedient humble servants,
Ripon/D. M. Stewart/W. Stokes/
Rivers Thompson/J. Gibbs/
E. Baring/T. F. Wilson.

No. 148

Copy forwarded to the Government of the Punjab for information.

Secretary of State for India accords sanction to the proposed legislation for constituting the Punjab University College into a University.

Public (Educational),
No. 100

India Office,
London, 25th August 1881.

TO His Excellency the Most Honourable the Governor-General of India in Council.

My Lord Marquis,

I have to acknowledge the receipt of the letter of Your Excellency in Council, dated the 11th of June last, No. 6 of 1881, Educational, in which, referring to Lord Cranbrook's despatch No. 10, Educational, dated 18th December 1879, you forward a communication from the Government of the Punjab, which in your opinion shews that the system of the Punjab University College has been actually amended in the manner proposed by the Committee appointed by the Lieutenant-Governor of the Punjab, and you ask for my sanction to your proceeding with the necessary legislation for constituting the College a University with power to confer degrees in Arts and also in Law, Medicine, and Engineering Science, when the Governor General in Council shall have granted permission.

2. I concur in your opinion that the college system has been amended as proposed by the Committee, and I sanction your proceeding with the necessary legislation.

3. The permission to confer degrees in Law, Medicine, and Engineering Science will of course only be accorded by you under the conditions prescribed in Lord Cranbrook's despatch.

I have the honour to be,

My Lord Marquis,

Your Lordship's most obedient humble servant,

(Signed) Hartington.

Memorial from the Indian Association at Calcutta opposing the proposed University for the Punjab on the ground that it would injuriously affect the cause of English education in that Province.

FROM Baboo A. M. Bose, Honorary Secretary, Indian Association, to Her Majesty's Secretary of State for India, dated Calcutta, the 27th July 1881.

1. The Committee of the Indian Association venture to approach Your Lordship in Council with a humble representation, regarding the question of high English education and the desirability of establishing a separate University in the Punjab, which, at the present moment, the Committee believe, is engaging the attention of Your Lordship in Council. Their only excuse for interesting themselves in a matter which concerns another province is that this Association has a Branch in the Punjab, and that Bengal and Punjab were till lately practically united together by the ties of a common educational system, and that the people of Bengal have therefore learnt to feel a deep interest in all that concerns the education of that province. The spread of English education in this country, the Committee believe, is by far the greatest boon that has been bestowed on the people of India under British rule. The Committee therefore observe with extreme concern the action recently taken by the Government of the Punjab with regard to high education in that Province, and they have felt it their duty to represent this matter to Your Lordship in Council, on behalf not only of the people of the Punjab, but they may say, of the people of India at large, who are deeply interested in this important question.

2. It is not necessary for the Committee to refer in this place in detail to the different measures taken by the Punjab University College, which have injuriously affected the cause of English education in that Province. The abolition of the Delhi College⁸⁴ was a serious blow to High English education in the Punjab, which caused a deep sensation at the time, and which even now is deplored by the entire educated community of India. Ever since then, the Committee regret to say, the educational policy that has been pursued in the Punjab has been of a retrograde and repressive character; and quite recently the local Government of the Punjab has ruled that from November next the Government scholarships which were up to this time awarded according to the results of the Calcutta University Examinations should be awarded according to the results of the

Punjab University College Examinations, and that from 1882 students who do not know English will be entitled to compete for these scholarships. The practical effect of this measure will be, as the Director of Public Instruction of the Punjab justly observes, "to break off almost entirely the connection of the schools of that Province with the Calcutta University."

3. The Punjab University College in discouraging English education in that Province has undertaken to educate the people through the medium of the vernaculars of the country, which appears to the Committee to be a thoroughly hopeless task. The vernaculars of the Punjab, like those of every other province of India, are in a very backward state and are utterly unfit to train the mind or to communicate a knowledge of the modern sciences. As there was not a single book existing in these languages for such a purpose, the University authorities took on themselves the task of translating some primary school books in the vernacular languages of Upper India. It is not a matter of surprise that the University has altogether failed in producing books for the purpose. In the humble opinion of the Committee the Punjab University College authorities have set to work in a wrong way altogether. They have taken upon themselves to form a literature for the people. Never was a literature formed under such circumstances and under such auspices. Foreigners, however learned and however well-intentioned, can never hope to form the literature of another people, and the only way in which they can help in the formation of such a literature is by bestowing on the people a sound education and thus enabling them to create a literature for themselves. The Committee can speak with some authority on this subject, as they are stating what has happened under their own eyes in Bengal. It is well known that all attempts of the early missionaries in Bengal to foster and create an indigenous literature for Bengal was wholly unsuccessful; and down to the first quarter of this century this province had scarcely any literature except a few books of poetry handed down from preceding centuries. It was then decided by men eminent for their learning and experience, and headed by Lord Macaulay, that the only way to raise the people was to bestow on them a sound education in English literature and science. This humane and wise resolution was adopted and the result within the last half a century has been wonderful even as regards the formation of an indigenous Bengali literature. Men who were deeply versed in English literature and science naturally desired to form a literature of their own; works on science, on moral instruction, on poetry, drama, history and fiction multiplied; and it was precisely those who distinguished themselves by their mastery of the English tongue who devoted themselves to the formation of a healthy literature in their

own language. What is now taking place in Bengal will, no doubt, under similar circumstances, be repeated in the Punjab. Let the people there have a thorough English education, and they will themselves form their own literature without any interference on the part of the educational authorities.

4. It will certainly be useless and out of place here to dilate upon the benefits of English education, but the Committee crave leave to be permitted to touch only on one point particularly, as it involves political considerations of a weighty character. The spread of English education is not only fraught with blessings to the people of this country, but it contributes materially to the stability of English rule in India. Those who have some idea of the miserable state of the country before the English came, and observe its present highly prosperous condition, have ample cause to desire the stability of English rule. This statement, the Committee submit, is amply borne out by the facts connected with many local disturbances which have from time to time broken out against British rule. It would be difficult to find out even the name of a single educated person who ever took part in such a disturbance. The educated community throughout India fully appreciate the blessings of British rule; and though they may criticise, with severity, the measures of the authorities, they devoutly cherish the connection which now subsists between this country and England. The spread of English education is, indeed, the firmest basis of the permanency of British rule in India, while at the same time it affords the only possible means to elevate the people and make them sharers in the glorious heritage of modern civilization. The light of western culture has already dawned in India, and as an immediate and direct consequence the various nationalities which inhabit this vast continent are rising as it were from a long sleep, and are advancing in knowledge and civilization. English education has already created in the people of India a hankering after all that is good and noble. It has created a better and truer class of men in the public service than existed before; it has drawn India nearer to Europe and European civilization; it has dealt a death-blow to ancient superstitions, and it has caused a healthy literature to spring up in Bengal and Bombay, and in many other parts of the country. It is for these reasons—it is because these benefits are widely felt and deeply appreciated—that the people throughout the country value English education as an inestimable boon; and the Committee fervently hope that nothing will be done or sanctioned under Your Lordship's administration which will injuriously affect the cause of English education in any part of this great Empire.

APPENDED TO DOCUMENT 70

Government of India forward the Memorial of the Indian Association at Calcutta, with the remark that it contains no facts or arguments which have not already been before the Government in connection with the question now decided by the Secretary of State for India, of establishing a University in the Punjab.

No. 12 of 1881

GOVERNMENT OF INDIA

HOME DEPARTMENT

[Education]

Simla, the 26th September 1881.

TO The Right Honourable The Marquis of Hartington, Her Majesty's Secretary of State for India.

My Lord Marquis,

In continuation of our despatch No. 6, dated the 11th June 1881, we have the honour to forward a letter addressed to Your Lordship by the Committee of the Indian Association at Calcutta on the subject of high English education in the Punjab and the establishment of a separate University in that Province. This letter, we may observe, contains no facts or arguments which have not already been before the Government in connection with the question, now decided by Your Lordship,* of establishing an University in the Punjab.

*Vide telegram from Secretary of State, dated 23rd August 1881^{ss}.

2. As regards the abolition of the Delhi College, to which reference is made by the Committee of the Indian Association in the 2nd paragraph of their letter, we would invite attention to our despatch No. 11 of this date and to the previous correspondence on the subject.

We have the honour to be,

My Lord Marquis,

Your Lordship's most obedient humble servants,

Ripon/D. M. Stewart/W. Stokes/
Rivers Thompson/J. Gibbs/
E. Baring/T. F. Wilson.

[Home-Edn A Progs, September 1881, No. 27.]

71

Secretary of State for India rejects the Memorial of the Indian Association at Calcutta, opposing the proposed University for the Punjab.

Public (Educational),
No. 132.

India Office,
London, 17th November, 1881.

TO His Excellency the Most Honourable the Governor-General of India in Council.

My Lord Marquis,

I have received your despatch dated the 26th of September last, No. 12, transmitting a letter addressed to me by the Committee of the Indian Association at Calcutta on the subject of high English education in the Punjab, and the establishment of a separate University in that Province.

2. In my despatch of the 25th of August last, No. 100, I gave my sanction to the proposed legislation for constituting the Punjab University College a University with power to confer degrees in Arts and also in Law, Medicine and Engineering Science, when Your Excellency in Council shall have granted permission.

3. I desire that the Committee (who have addressed me) may be informed that I see no reason to alter my decision, and that I trust that the cause of English education will not be injuriously affected by the creation of a Univeristy for the Punjab.

I have the honour to be,

My Lord Marquis,

Your Lordship's most obedient humble servant,
Hartington

[Home-Edn A Progs, December 1881, No. 101.]

Act XIX of 1882 to establish and incorporate the Punjab University.

THE PUNJAB UNIVERSITY ACT, 1882

Contents

Preamble

SECTIONS

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12. Appointment of Syndicate, Faculties, Examiners and Officers.
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THE SCHEDULE

Part I.—Offices to be deemed to have been specified under section 6, clause (a).

Part II.—Persons to be deemed to have been appointed Fellows under section 6, clause (b) or (c).

ACT No. XIX OF 1882

Passed by the Governor General of India in Council (Received the assent of the Governor General on the 5th October 1882).

An Act to establish and incorporate the University of the Punjab.

WHEREAS an Institution, styled at first the Lahore University College, but subsequently the Punjab University College, was established at Lahore in the year 1869, with the

Preamble. special objects of promoting the diffusion of European science, as far as possible, through the medium of the vernacular languages of the Punjab, improving and extending vernacular literature generally, affording encouragement to the enlightened study of the Eastern classical languages and literature, and associating the learned and influential classes of the Province with the officers of Government in the promotion and supervision of popular education;

But it was at the same time provided that every encouragement should be afforded to the study of the English language and literature, and that, in all subjects which could not be completely taught in the vernacular, the English language should be regarded as the medium of examination and instruction;

And whereas this Institution was, by a Notification, No. 472, dated 8th December, 1869, published in the *Punjab Government Gazette* of the twenty-third day of December, 1869, declared to be so established, in part fulfilment of the wishes of a large number of the Chiefs, Nobles and influential classes of the Punjab, and it is now expedient, the said Institution having been attended with success, further to fulfil the wishes of the said Chiefs, Nobles and influential classes, by constituting the said Institution a University for the purpose of ascertaining, by means of examination or otherwise, the persons who have acquired proficiency in different branches of Literature, Science and Art, and for the purpose of conferring upon them academical degrees, diplomas, Oriental literary titles, licenses and marks of honour;

And whereas it is also expedient that the University so constituted should be incorporated, and that the property, moveable and immoveable, which has been hitherto held by, or in trust for, the said Institution should become the property of the University, subject to all existing trusts as to the manner in which, and the purposes to which, that property or any part thereof is to be applied;

It is hereby enacted as follows:—

1. This Act may be called the Punjab University Act, 1882; and Short title and it shall come into force at once.
commencement.

2. (1) A University shall be established at Lahore; and the Establishment and in- Governor General for the time being shall be corporation of Uni- the Patron of the University.
versity.

(2) The University shall consist of a Chancellor, a Vice-Chancellor and such number of Fellows as may be determined in manner hereinafter provided.

(3) The University shall be a Body Corporate by the name of the University of the Punjab, having perpetual succession and a common seal, with power to acquire and hold property, moveable or immoveable, to transfer the same, to contract, and to do all other things necessary for the purposes of its constitution.

(4) The University shall come into existence on such day as the Local Government may, by notification in the official Gazette, appoint in this behalf.

3. All the property, moveable and immoveable, held at the date at which the University comes into existence by Property of Punjab or in trust for the Punjab University College, University College shall, on that date, become the property of the to vest in University. University, to be administered by it for the purposes of the University, subject to all existing trusts as to the manner in which, and the purposes to which, that property or any part thereof is to be applied.

4. The Lieutenant-Governor of the Punjab for the time being shall be the Chancellor of the University; and the first Chancellor shall be the Hon'ble Sir Charles Umpherston Aitchison, Knight Commander of the Most Exalted Order of the Star of India, Companion of the Order of the Indian Empire, Doctor of Laws.

5. (1) The Vice-Chancellor shall be such one of the Fellows as Vice-Chancellor. the Chancellor may, from time to time, appoint in this behalf.

(2) Except as provided in sub-section (4), he shall hold office for two years from the date of his appointment, and on the expiration of his term of office may be re-appointed.

(3) But if a Vice-Chancellor leaves India without the intention of returning thereto, he shall thereupon cease to be Vice-Chancellor.

(4) James Broadwood Lyall, Esquire, of the Bengal Civil Service, and at present Financial Commissioner of the Punjab, shall be deemed to have been appointed the first Vice-Chancellor; and his term of office shall, subject to the provisions of sub-section (3), expire on the last day of December, 1884.

6. The following persons shall be Fellows, namely:—

(a) every person who has held the office of Chancellor, and all persons for the time being holding such offices under Government as the Local Government may, from time to time, by notification in the official Gazette, specify in this behalf;

(b) persons whom the Chancellor may, from time to time, appoint by name as being eminent benefactors of the Punjab University, original promoters of the movement in favour of the establishment of the Punjab University College, or persons distinguished for attainments in Literature, Science or Art, or for zeal in the cause of education;

(c) such persons (if any) as may, from time to time, be elected by the Senate of the University, and approved by the Chancellor; and

(d) the representatives, for the time being with the Government of the Punjab, of such Chiefs (if any) of territories not comprised in British India as the Local Government may, from time to time, by notification in the official Gazette, specify in this behalf:

Provided that—

(1) the whole number of the Fellows holding office under clauses (a), (b) and (c), exclusive of the Vice-Chancellor, shall never be less than fifty; and

(2) the number of persons for the time being elected under clause (c) shall never exceed the number for the time being appointed under clause (b).

Explanation.—The succession to an office notified under clause (a), of a person elected under clause (c) or appointed under clause (b), does not affect his position for the purposes of the second clause of this proviso.

7. (1) The offices specified in Part I of the schedule hereto annexed shall be deemed to have been specified in a notification issued under section six, clause (a); and

(2) the persons named in Part II of that schedule shall, except for the purposes of the second clause of the proviso to section six, be deemed to have been appointed Fellows under clause (b) or (c) of section six.

8. (1) The Chancellor may, with the consent of not less than two-thirds of the members of the Senate for the time being in India, cancel the appointment of any Fellow appointed under section six, clause (b) or clause (c); and the Local Government may, whenever it thinks fit, by notification in the official Gazette, cancel or amend any notification issued under section six, clause (a) or clause (d).

(2) If any Fellow appointed under section six, clause (b) or clause (c), and not being a person named in Part II of the schedule to this Act, leaves India without the intention of returning thereto, or is absent from India for more than four years, he shall thereupon cease to be a Fellow.

9. (1) The Chancellor, Vice-Chancellor and Fellows for the time being shall form the Senate of the University.

(2) The Senate shall have the entire management of, and superintendence over, the affairs, concerns and property of the University, and shall provide for that management, and exercise that superintendence, in accordance with the Statutes, Rules and Regulations for the time being in force under this Act.

10. At every meeting of the Senate the Chancellor, or, in his absence, the Vice-Chancellor, or, in the absence of both, a Fellow chosen by a majority of the Fellows present at the meeting, shall preside as Chairman.

11. Every question which comes before the Senate at a meeting shall be decided by a majority of the votes of the members present and of such members for the time being in India as may have sent proxies in accordance with the Rules for the time being in force under this Act; and the Chairman at any such meeting shall have a vote, and, in case of an equality of votes, a second or casting vote:

Provided that no question shall be decided at any such meeting unless fourteen members at the least, besides the Chairman, are present at the time of the decision.

12. Subject to the Statutes, Rules and Regulations for the time being in force under this Act, the Senate may, from time to time,—

(1) constitute an Oriental Faculty and Faculties of Arts, Law, Science, Medicine and Engineering;

(2) appoint, or provide for the appointment of, a Syndicate;

(3) appoint, suspend and remove a Registrar;

(4) appoint, suspend and remove, or provide for the appointment, suspension and removal of,—

(a) Examiners, Officers and servants of the University, and

(b) Professors and Lecturers in connection with the University.

The first Registrar shall be Gottlieb William Leitner, Esquire, Master of Arts, Doctor of Laws, Barrister-at-Law.

13. The Syndicate shall be the executive Committee of the Senate, and may discharge such functions of the Senate as it may be empowered to discharge by the Statutes, Rules and Regulations for the time being in force under this Act.

14. Subject to the Statutes, Rules and Regulations for the time being in force under this Act, the Senate may confer on all persons who have passed such examinations in the University and fulfilled such other conditions as may be prescribed under this Act—

(a) in the Oriental Faculty, the degrees of Bachelor, Master and Doctor of Oriental Learning:

(b) in the Faculty of Arts, the degrees of Bachelor and Master of Arts and Doctor of Literature:

And, if empowered by the Governor General in Council in this behalf,—

(c) in the Faculty of Law, the degrees of Bachelor and Doctor of Laws;

(d) in the Faculty of Science, the degrees of Bachelor and Doctor of Science;

(e) in the Faculty of Medicine, the degrees of Bachelor and Doctor of Medicine;

(f) in the Faculty of Engineering, the degrees of Bachelor and Master of Civil Engineering.

The Senate may also confer—

(g) such diplomas, Oriental literary titles and licences as may be prescribed by any Rules for the time being in force under this Act; and

(h) such marks of honour for a high degree of proficiency in the different branches of Literature, Science and Art as may be prescribed by those Rules.

15. Notwithstanding anything in section fourteen, the Senate may confer degrees, diplomas, Oriental literary titles, licenses or marks of honour, as provided by that section, on any persons who have in the year 1882, before the passing of this Act, passed such examinations at the Punjab University College in examinations prescribed by the Punjab University College as may be sufficient to satisfy the Senate that they are persons qualified in point of learning to obtain those degrees, diplomas, Oriental literary titles, licenses or marks of honour.

16. Notwithstanding anything hereinbefore contained, but subject to the confirmation of the Chancellor, the Senate may, in the Oriental Faculty and the Faculties of Arts and Law, grant the degree of Doctor to any person without requiring him to undergo any examination for that degree:

Provided that—

(1) a resolution has been passed at a meeting of the Senate that the person is, by reason of eminent position and attainments, a fit and proper person to receive that degree; and

(2) in the case of degrees in the Faculty of Law, the Senate has been empowered by the Governor General in Council to grant such degrees after examination.

17. The Senate may charge such reasonable fees for entrance into the University and continuance therein, for admission to the examinations of the University, for attendance at any lectures or classes in connection with the University, and for the degrees to be conferred by the University, as may be imposed by the Rules or Regulations for the time being in force under this Act.

18. (1) The Senate shall, as soon as may be after the passing of this Act, and may from time to time thereafter, make Statutes, Rules and Regulations consistent with this Act touching—

(a) the mode and time of convening the meetings of the Senate and of transacting business thereat;

(b) the appointment, suspension, removal, duties and remuneration of the Registrar, Examiners, Professors, Lecturers, officers and servants;

(c) the appointment, constitution and duties of the Syndicate and the Faculties;

(d) the previous course of instruction to be followed by candidates for the examinations of the University;

(e) the examinations to be passed and the other conditions to be fulfilled by candidates for degrees;

(f) the examinations to be passed and the other conditions to be fulfilled by candidates for diplomas, Oriental literary titles, licenses and marks of honour, respectively;

(g) the conduct of examinations for degrees, diplomas, Oriental literary titles, licenses and marks of honour; and

(h) generally all matters regarding the University.

(2) All such Statutes, Rules and Regulations shall be reduced into writing, and sealed with the common seal of the University, and shall—

(a) in the case of Statutes, and of Rules and Regulations made under clause (e) of this section, after they have been confirmed by the Local Government and sanctioned by the Governor General in Council, and

(b) in the case of all other Rules and Regulations, after they have been sanctioned by the Local Government,

be binding on all persons, members of the University, or admitted thereto, and on all candidates for degrees, diplomas, Oriental literary titles, licences and marks of honour.

(3) If, on the expiration of eighteen months from the date on which the University comes into existence, no Statutes, Rules or Regulations have been made and sanctioned, or (as the case may be) made, confirmed and sanctioned, under the foregoing provisions of this section, touching a matter mentioned in sub-section (1), the Local Government may, by notification in the Official Gazette, make such Statutes, Rules or Regulations touching that matter as it thinks fit; and, subject in the case of Statutes and of Rules and Regulations touching the matters mentioned in clause (e) to the sanction of the Governor General in Council, those Statutes, Rules or Regulations shall be deemed to have been made and sanctioned, or (as the case may be) made, confirmed and sanctioned, under sub-sections (1) and (2).

19. It shall be the duty of the Local Government to require that the proceedings of the University shall be in conformity with this Act and with the Statutes, Rules and Regulations for the time being in force under the same; and the Local Government may exercise all powers necessary for giving effect to its requisitions in this behalf, and may (among other things) annul, by a notification in the official Gazette, any such proceeding which is not in conformity with this Act and the said Statutes, Rules and Regulations.

20. All appointments made under Section five, all appointments made or cancelled under section six, clauses (b) and (c), and section eight all degrees, diplomas, Oriental literary titles or licenses conferred under sections fourteen, fifteen and sixteen, and all Statutes, Rules and Regulations made under section eighteen, shall be notified in the official Gazette; wherein, also, the record of the proceedings of every meeting of the Senate shall be duly published.

21. The accounts of the income and expenditure of the University shall be submitted once in every year to the Local Government for such examination and audit as the Local Government may direct.

22. The Statutes, Rules and Regulations of the Punjab University College shall, so far as they are consistent with this Act, be deemed to be the Statutes, Rules and Regulations of the University, and shall remain in force for two years from the date on which the University comes into existence,

unless they are sooner repealed by a Statute made in accordance with section eighteen.

THE SCHEDULE

(See section 7.)

PART I

Offices to be deemed to have been specified under section 6, clause (a):—

The office of—

Judge of the Chief Court, Punjab;
Financial Commissioner of the Punjab;
Surgeon-General of the Punjab;
Commissioner of Lahore;
Commissioner of Delhi;
Commissioner of Amritsar;
Accountant-General of the Punjab;
Director of Public Instruction, Punjab;
Principal of the Lahore Government College;
Principal of the Lahore Medical School;
Inspector of Schools in the Punjab;
Deputy Commissioner of Lahore;
Deputy Commissioner of Delhi;
Deputy Commissioner of Amritsar.

PART II

Persons to be deemed to have been appointed Fellows under section 6, clause (b) or (c):—

His Highness Maharaja Ranbir Singh, of Jammu and Kashmir, G.C.S.I., C.I.E., Counsellor of the Empress of India;
His Highness Maharaja Rajindar Singh, of Patiala;
His Highness Nawab Sadik Muhammad Khan, of Bahawalpur, G.C.S.I.;

His Highness Raja Raghubir Singh of Jhind, G.C.S.I., C.I.E., Counsellor of the Empress of India;

His Highness Raja Hira Singh, of Nabha, G.C.S.I.;

His Highness Raja Jagatjit Singh, of Kapurthhala;

Raja Bijie Sen, of Mandi;

Nawab Ibrahim Ali Khan, of Maler Kotla;

Raja Bikram Singh, of Faridkot;

Nawab Abdul Majid Khan;

Sardar Ajit Singh, Atariwala;

Rai Amin Chand, Sardar Bahadur;

Malaz-ul-Ulma Sardar Atar Singh, C.I.E., of Bhadur;

Major-General Henry Prevost Babbage, Bengal Staff Corps, late Deputy Commissioner, Punjab;

David Graham Barkley, Esquire, M.A., Bengal Civil Service, Barrister-at-Law;

Deputy Surgeon-General Henry Walter Bellew, C.S.I.;

Reverend Edward Bickersteth, M. A.;

Charles Boulnois, Esquire, Barrister-at-Law, late Judge, Chief Court, Punjab;

Sardar Bikrama Singh, Ahluwalia, C.S.I.;

Arthur Brandreth, Esquire, Barrister-at-Law, late of the Bengal Civil Service, and Judge, Chief Court, Punjab;

Surgeon-Major Thomas Edwin Burton Brown, M.D.;

John Scarlett Campbell, Esquire, late of the Bengal Civil Service, and Judge, Chief Court, Punjab.

Surgeon-Major William Center, M.D., M.A.;

Reverend Robert Clark, M.A.;

John Graham Cordery, Esquire, M.A., Bengal Civil Service;

The Hon'ble Henry Stuart Cunningham, M.A., Barrister-at-Law, Judge of the High Court, Calcutta;

Surgeon-Major Alexander Morrison Dallas;

Mansel Longworth Dames, Esquire, Bengal Civil Service;

Sir Robert Henry Davies, K.C.S.I., C.I.E., late Lieutenant-Governor of the Punjab and its Dependencies;

Colonel William George Davies, C.S.I.;

Deputy Surgeon-General Annesley Charles Castriot DeRenzy, B.A.;

Sir Robert Eyles Egerton, K.C.S.I., C.I.E., Counsellor of the Empress, late Lieutenant-Governor of the Punjab and its Dependencies;

Dennis Fitzpatrick, Esquire, B.A., Bengal Civil Service, Barrister-at-Law;

Reverend C.W. Foreman, D.D.;

The Right Reverend Thomas Valpy French, D.D., Lord Bishop of Lahore;

Munshi Ghulam Nabi;

Surgeon-Major Robert Gray, M.B.;

Major Leopold John Henry Gray, C.S.I., Bengal Staff Corps;

Sir Lepel Henry Griffin, K.C.S.I., Bengal Civil Service;

Pandit Guru Parshad;

Sayyad Hadi Husain Khan;

Raja Harbans Singh;

Kaur Harnam Singh, Ahluwalia;

Doctor Thomas Hastings, late Deputy Inspector-General of Hospitals;

Edward Piercy Henderson, Esquire, Bengal Civil Service, Barrister-at-Law;

Surgeon-Major George Henderson, M.D.;

Mir Hidayat Ali, Khan Bahadur;

Lieutenant-Colonel William Rice Morland Holroyd;

Reverend W. Hooper, M.A.;

Reverend T. P. Hughes, B.D.;

Munshi Hukm Chand;

Sodhi Hukm Singh;

Denzil Charles Jelf Ibbetson, Esquire, B.A., Bengal Civil Service;

Raja Jahandad Khan, Khen Bahadur, Ghakkar;

Agha Kalbabid;

Fakir Sayyad Kamr-ud-din;
 Rai Bahadur Kanhya Lal, C.E.;
 Khan Bahadur Khan Muhammad Shah;
 Baba Khem Singh Bedi, C.I.E.;
 John Lockwood Kipling, Esquire;
 Surgeon Edward Lawrie, M.D.;
 Gottlieb William Leitner, Esquire, M.A., LL.D.;
 Thomas Crampton Lewis, Esquire, M.A.;
 Charles Robert Lindsay, Esquire, late of the Bengal Civil Service,
 and Judge, Chief Court, Punjab;
 James Broadwood Lyall, Esquire, Bengal Civil Service;
 General Robert Maclagan, R.E., late Secretary to Government,
 Punjab, Public Works Department;
 Colonel Charles Alexander McMahon;
 The Ven'ble Henry James Matthew, M.A., Archdeacon of Lahore;
 Colonel Julius George Medley, R.E.;
 Philip Sandys Melvill, Esquire, C.S.I., late of the Bengal Civil
 Service, and Governor General's Agent, Baroda;
 John Andrew Erasmus Miller, Esquire;
 Pandit Moti Lal, Kathju;
 Khan Bahadur Muhammad Barkat Ali Khan;
 Khalifa Sayyad Muhammad Hussain;
 Muhammad Hyat Khan, C.S.I.;
 Rai Mul Singh;
 Nasir Ali Khan, Kazilbash;
 Babu Navina Chandra Rai;
 Nawab Nawazish Ali Khan;
 Major Edward Newbery;
 Edward O'Brien, Esquire, Bengal Civil Service;
 Henry Edmund Perkins, Esquire, Bengal Civil Service;

Henry Meredith Plowden, Esquire, B.A., Barrister-at-Law;
 Major-General Charles Pollard, R.E.;
 Baden Henry Baden-Powell, Esquire, Bengal Civil Service;
 Edward Augustus Prinsep, Esquire, late of the Bengal Civil Ser-
 vice, and Settlement Commissioner, Punjab;
 Honorary Surgeon Rahim Khan, Khan Bahadur;
 Diwan Ram Nath;
 William Henry Rattigan, Esquire, M.A., PH.D., Barrister-at-Law;
 Pandit Rikhi Kesh;
 Raja Sir Sahib Dyal, K.C.S.I.;
 Rai Bahadur Sahib Singh;
 Leslie Seymour Saunders, Esquire, Bengal Civil Service;
 Brigade-Surgeon John Barclay Scriven, late Civil Surgeon,
 Lahore;
 David Simson, Esquire, late of the Bengal Civil Service and Judge,
 Chief Court, Punjab;
 John Sime, Esquire, B.A.;
 Surgeon-General Charles Manners Smith, late of the Indian
 Medical Service;
 John Watt Smyth, Esquire, Bengal Civil Service, Barrister-at-law;
 Charles Henry Spitta, Esquire, LL.B., Barrister-at-Law;
 Thomas Henry Thornton, Esquire, D.C.L., C.S.I., late of the Bengal
 Civil Service, and Judge, Chief Court, Punjab;
 Thomas William Hooper Tolbort, Esquire, Bengal Civil Service,
 Barrister-at-Law;
 Charles Lewis Tupper, Esquire, B.A., Bengal Civil Service;
 Major Isaac Peatt Westmoreland, R.E.;
 Lieutenant-Colonel George Gordon Young;
 William Mackworth Young, Esquire, M.A., Bengal Civil Service;
 Maulvi Zia-ud-din Khan.

This Bill was passed at a meeting of the Council of the Governor General of India for the purpose of making Laws and Regulations on the fifth day of October, 1882.

(Signed) Ripon,
President.

I assent to this Bill.

The 5th October, 1882.

(Signed) Ripon,
Viceroy and Governor-General.

An authentic copy⁸⁶.

(Signed) D. Fitzpatrick,
Secretary to the Government of India,
Legislative Department.

[*Leg. A Progs*, July 1883, No. 46, Appendix H.]

73

Secretary of State for India approves Act XIX of 1882 to establish and incorporate the University of the Punjab.

Legislative,
No. 2

India Office,
London, 25th January, 1883.

TO His Excellency the Most Honourable The Governor-General of India in Council.

My Lord Marquis,

I have to acknowledge the receipt of your Excellency's despatch, dated the 13th of November, No. 34, 1882, transmitting an Act No. XIX of 1882 authentic copy of the law noted in the margin, which has been passed by the Council (an Act to establish and incorporate the University of the Punjab). of the Governor General of India for making Laws and Regulations, and to which Your Excellency has signified your assent.

2. I have to inform you that I have considered the Act in Council, and that it will be left to its operation.

3. I desire, however, to call the attention of your Lordship in Council to the Marquis of Salisbury's Educational despatch, dated the 17th of February 1876, No. 1, as to the exercise of the power of granting honorary degrees. As it is proposed to invest the Universities of Madras and Bombay also with this power, I trust that it will be used very sparingly and for very special occasions.

I have the honour to be,

My Lord Marquis,

Your Lordship's most obedient humble Servant,
Kimberley.

[*Home-Edn A Progs*, April 1883, No. 77; May 1884, No. 15.]

SECTION IX

AN ACT TO EXTEND THE POWER OF CONFERRING HONORARY DEGREES
TO THE UNIVERSITIES OF MADRAS AND BOMBAY AND TO LIMIT THE POWER
ALREADY POSSESSED BY THE UNIVERSITY OF CALCUTTA—ACT I OF 1884.

[Documents 74-84]

Legislative Department instructed to frame a Bill to repeal Act XXI of 1875 and to re-enact it, with the necessary additional provision granting similar powers to the Universities of Madras and Bombay.

OFFICE Memorandum No. 1326, dated Simla, the 8th September 1882.

The undersigned is directed to inform the Legislative Department that in view of the fact that power to grant honorary degrees will be conferred on the Senate of the Punjab University by section 16 of the Punjab University Bill when it receives the assent of the Governor General, and that such power has not been conferred in the case of the older Universities of Madras and Bombay, the Home Department is of opinion that these latter Universities should also be authorised to confer honorary degrees. The undersigned is therefore directed to request that early steps may be taken by the Legislative Department for the preparation and introduction into the Council of the Governor General for making Laws and Regulations of a Bill to repeal Act No. XXI of 1875 ("an Act to authorise the University at Calcutta to grant Honorary Degrees"), and to re-enact it with the necessary additional provision granting similar powers to the Universities of Madras and Bombay. The undersigned is to add that it is considered desirable that the Bill should be introduced before the Punjab University Bill is passed into Law.

F. C. Daukes,

Under Secretary to the Government of India,
Home Department.

To the Legislative Department.

*A Bill to authorize the Universities of Calcutta, Madras and Bombay to grant certain honorary degrees*⁸⁷.

WHEREAS it is expedient to amend the law relating to the granting of honorary degrees, and to give to the Universities at Calcutta, Madras and Bombay the power of granting the degree of Doctor of Laws to persons who have not undergone a previous examination;

It is hereby enacted as follows:—

1. Act No. XXI of 1875 (*an Act to authorize the University at Calcutta to grant honorary degrees*) is repealed.
Repeal of Act XXI of 1875.
2. If the Vice-Chancellor and not less than four of the other members of the Syndicate for the time being of any of the Universities at Calcutta, Madras and Bombay recommend that an honorary degree be conferred on any person, on the ground that he is, in their opinion, by reason of eminent position and attainments, a fit and proper person to receive such a degree, and if the Chancellor of the respective University confirms the recommendation, the Chancellor, Vice-Chancellor and Fellows for the time being of the University may confer on that person the degree of Doctor of Laws, without requiring him to undergo any examination.
Power to confer honorary degree of Doctor of Laws

[*Leg. A Progs, January 1884, No. 28, Appendix LI.*]

APPENDED TO DOCUMENT 75

Statement of Objects and Reasons by Hon'ble J. Gibbs.

BY Acts II, XXII and XXVII of 1857, by which the Universities of Calcutta, Bombay and Madras were respectively established and incorporated, power is given to grant degrees only after

examination, and Act XLVII of 1860 only extends the number and description of degrees which can be conferred, but leaves the necessity of a previous examination untouched. No Act giving power to grant honorary degrees was passed until 1875, when an Act was passed to enable the Calcutta University to confer honorary degrees. That Act enables the University to grant any honorary degree, but it is thought desirable to confine the power to the grant of the degree of Doctor of Laws, in accordance with the ordinary practice of the Universities in England. Madras and Bombay have never had power to grant honorary degrees. It is now proposed to place the Universities at all the three Presidency-towns on the same footing with regard to those degrees.

2. With this view Section 1 of the proposed Bill repeals Act XXI of 1875. By the Acts establishing the Universities, the power to confer degrees is granted to the Chancellor, Vice-Chancellor and Fellows, in whom, therefore, the power to grant honorary degrees is also vested by Section 2 of the Bill. An honorary degree is not, however, to be granted to any person unless the Vice-Chancellor and not less than four of the other members of the Syndicate recommend the grant and the Chancellor confirms the recommendation.

The 30th January, 1883.

J. Gibbs.

[*Leg. A Progs, January 1884, No. 29, Appendix M.*]

Vice-Chancellor and Syndicate of the Calcutta University approve of the provisions of the Bill authorizing the Universities in India to grant honorary degrees.

FROM Registrar of the Calcutta University, to the Secretary to the Government of India in the Legislative Department, No. 315, dated the 28th February 1883.

I have the honour, by direction of the Vice-Chancellor and Syndicate, to acknowledge the receipt of your No. 289, dated the 14th instant⁸⁸, forwarding copies of a Bill and Statement

of Objects and Reasons, authorizing the Universities of Calcutta, Madras and Bombay to grant honorary degrees, and requesting the Vice-Chancellor and Syndicate of this University for expression of their opinion.

In reply, I am to inform you that the Vice-Chancellor and Syndicate have no objection to the revision of the Act.

(Signed) G. Bellett.

[Leg. A Progs, January 1884, No. 35, Appendix N.]

ENCLOSURE IN DOCUMENT 76

Extract from the Minutes of the Syndicate of the Calcutta University, No. 11 of 1882-83, dated 19 February 1883.

READ a letter from the Secretary to the Government of India, Legislative Department, forwarding copies of a Bill and Statement of Objects and Reasons, authorizing the Universities of Calcutta, Madras and Bombay to grant honorary degrees, and requesting expression of opinion on the provisions of the Bill by the 1st of March.

ORDER.—Ordered, that the Registrar inform the Secretary to the Legislative Council of the Government of India that the Vice-Chancellor and Syndicate have no objection to the revision of the Act.

[Leg. A Progs, January 1884, No. 35, Appendix N.]

77

Government of Bengal approve of the provisions of the Bill authorizing the Universities in India to grant honorary degrees.

FROM Officiating Under-Secretary to the Government of Bengal, to the Secretary to the Government of India, Legislative Department, No. 136, dated the 3rd March 1883.

I am directed to acknowledge the receipt of Mr. Crosthwaite's letter No. 328, dated the 21st ultimo⁸⁹, with enclosures, and in

reply to state, for the information of the Government of India, that the Lieutenant-Governor approves of the provisions of the Bill to authorize the Universities of Calcutta, Madras and Bombay to grant certain honorary degrees.

2. The Bill with the Statement of Objects and Reasons was published in the *Calcutta Gazette* on the 7th, 14th and 21st February, 1883.

(Signed) C. S. Bayley.

[Leg. A Progs, January 1884, No. 36, Appendix O.]

78

Director of Public Instruction, Madras, opposes the Bill authorizing the Universities in India to grant honorary degrees.

FROM H. B. Grigg, Esquire, M.A., Director of Public Instruction, Madras, to the Chief Secretary to the Government of Madras, No. 1183, dated Madras, 24th February 1883.

With reference to G.O., dated 16th February 1883, No. 451, Judicial, forwarding, for my opinion, the Bill for extending to the Universities of Madras and Bombay the power of conferring honorary degrees and of limiting the power already possessed by the University of Calcutta, I have the honor to state that I am opposed to the measure, first, on the ground that it will certainly lower the value of a Fellowship, which is at present, as in the London University, given ordinarily *honoris causa*, in the eyes of the Indian public and consequently also in a measure these Universities. It seems to me quite anomalous that a University should have the power of rewarding merit in two ways. The results must be that one will be regarded as a reward for ordinary, the other for distinguished merit. It is, I presume, for this, among other reasons, that the University of London, on the model of which the Universities of Calcutta, Madras and Bombay are constituted, has not received the power to confer such honorary degrees. I am also opposed to

the measure, because I consider that these Universities have not yet lived long enough to give even to their honorary degrees that distinction which will make their attainment an object of ambition to men of "eminent position and attainments," whilst it will unquestionably be a great object of ambition of Native noblemen and others who desire to receive honours, not as a reward of distinguished public service either in Civil life or in Literature, but for the love of personal distinction. Again, I object to the Bill, in that, whilst the power by law of conferring the honors of a Fellowship is still confined to the Governor in Council, the power of conferring these honorary degrees is left to the Syndicate, the Vice-Chancellor, and the Chancellor, with the right of veto, I presume, to the Senate. It is true these degrees do not involve, in the way that Fellowships do, certain responsibilities in connection with the government of the University, but it is possible that they may ultimately, should the Indian Legislature grant to the Graduates of these Universities the right to meet in Convocation. It is also noteworthy, as pointed out by Dr. Duncan in the enclosed letter, to which I beg to draw especial attention, that the Syndicate, which is referred to in the Bill, does not appear in the Act of Incorporation. The granting of powers of initiation to the members of the Syndicate independent of the Senate, whose executive they are—powers which are not bestowed on the body that creates the Syndicate—seems to me another vital objection to the Bill.

[*Leg. A Progs, January 1884, No. 37, Appendix P.*]

ENCLOSURE IN DOCUMENT 78

Acting Principal of the Presidency College, Madras, considers the proposal to confer on the Indian Universities the power to grant honorary degrees premature.

I am of opinion that the proposal to confer on the Universities of Calcutta, Madras and Bombay the power to grant honorary degrees is in itself unadvisable and, having regard to the condition of the country, premature. I am not aware that the University of

London grants honorary degrees; and it appears to me to be out of place for a University, which is a mere examining body, to possess such a power. Moreover, the Indian Universities are too young to make their honorary degrees of much value in the eyes of recipients or of the public at large; and as a consequence of this extreme youth the learned class, from whom the recipients of these honors would be chosen, is very limited. This learned class may be said to embrace (1) Europeans, (2) Graduates of the Indian Universities, and (3) Natives of the country unconnected with the Universities. With regard to Europeans, it would not be desirable to confer such degrees on them except for very exceptional merit; and the very few who can boast of this will probably look to the European Universities for a recognition of their merits. As to the Graduates of the Indian Universities, there are, I regret to say, few who, since quitting the University, have distinguished themselves sufficiently in the world of learning to entitle them to an honorary degree. In respect to Native gentlemen who are not Graduates, I would deprecate the bestowal of degrees on them except for distinguished merit or services in connection with Literature, Science, or Art.

It is partly because I fear that this last-mentioned principle will not be followed in practice that I do not view the proposal with favor. The field of fitting recipients being so circumscribed, there will be a danger of these degrees being conferred for services other than those connected with Literature, Science, and Art. In a country like India, many influences will be found to co-operate in the same direction. The degrees will come to be conferred for political reasons, for administrative ability in civil walks of life, or for successful generalship in the field. I am of opinion that all the distinguished merit that India is likely to produce for some time to come can be sufficiently recognised and rewarded by Fellowships in the University as at present.

If an honorary degree is, however, to be instituted, I am inclined to think that it should be for the present that of Doctor of Laws. This degree, though inappropriate in many ways for modern requirements, has at least the merit of some antiquity. Whatever degree be adopted it should be different from any of the degrees conferred *after examination*. Besides leading to confusion, it would be unfair to those who have obtained a degree after the ordeal of an examination, that others should obtain the same degree without examination.

In Section 2 of the proposed Bill mention is made of the Syndicate—a body not referred to in the Act of Incorporation. It appears to be desirable that a Supplementary Act be passed formally recognising that body.

MADRAS; (Signed) D. Duncan, M.A., D.Sc.,
The 23rd February, 1883. Acting Principal, Presidency College,
Member of the Syndicate of the
Madras University.

[Leg. A Progs, January 1884, No. 37, Appendix P.]

(i) APPENDED TO DOCUMENT 78

Order of the Government of Madras No. 585-A—Judicial, dated 28 February, 1883.

ORDERED that the following telegram be despatched to Government of India:—

“Your letter No. 242 of the 7th⁹⁰. Duncan, Principal, Presidency College, considers Bill pre-mature. Indian Universities too young to make such degree of value, danger of privilege being misused; present reward by Fellowships sufficient. If degree to be given, Doctor of Laws best title. Director of Public Instruction opposes measure; it will lower value of Fellowship now given *honoris causa* by Governor in Council. He also adds that the Syndicate does not appear in Act of Incorporation, and that it is improper to give the initiation to Syndicate independent of Senate whose executive they are. The Government agree that initiation

should vest in Senate. If two-thirds of those who vote concur in proposal, let it go forward to Chancellor.”

(True Extract).

C. G. Master,
Chief Secretary.

Copy to the Director of Public Instruction.
Copy to the Vice-Chancellor, Madras University.
Copy to the Hon. H. S. Thomas, Calcutta.

[Leg. A Progs, January 1884, No. 37, Appendix P.]

(ii) APPENDED TO DOCUMENT 78

Endorsement by Chief Secretary to the Government of Madras, No. 585-A, Judicial, dated 28 February 1883.

COPY to the Government of India, Legislative Department, in continuation of above telegram.

C. G. Master,
Chief Secretary.

[Leg. A Progs, January 1884, No. 37, Appendix P.]

79

Government of Bombay concur in the views of the Vice-Chancellor and Syndicate of the University of Bombay on the provisions of the Bill authorizing the Universities in India to grant honorary degrees.

FROM Chief Secretary to the Government of Bombay, to the Secretary to the Government of India, Legislative Department, No. 742, dated the 23rd April 1883.

I am directed to acknowledge the receipt of your letter No. 243, dated the 7th February last⁹¹, forwarding a Bill to authorise the universities of Calcutta, Madras and Bombay to grant certain

honorary degrees, together with a Statement of Objects and Reasons, and requesting the opinion of this Government and of the Vice-Chancellor and the other members of the Syndicate of the Bombay University on the provisions of the Bill.

2. In reply, I am to forward to you the accompanying copy of the letter from the University Registrar, Bombay, No. 4, dated the 6th instant, and to express the concurrence of this Government, in the remarks of the Vice-Chancellor and the Syndicate therein contained.

3. I am to add that the Bill with the Statement of Objects and Reasons was published in English in the *Bombay Government Gazette* on the 8th, 15th and 22nd February, and in Marathi, Gujarathi and Kanarese on the 1st March, 1883.

(Signed) C. Gonne.

[*Leg. A Progs, January 1884, No. 40, Appendix R.*]

ENCLOSURE IN DOCUMENT 79

Vice-Chancellor and the Syndicate of the University of Bombay suggest certain changes in the provisions of the Bill authorizing the Universities in India to grant honorary degrees.

FROM Registrar of the University of Bombay, to the Chief Secretary to the Government of Bombay, No. 4, dated the 6th April 1883.

At a meeting of the Syndicate held on the 30th ultimo. I was requested to make the following reply to the reference made to the Syndicate by Resolution of Government in the Educational Department No. 296, dated the 15th February, 1883, in the matter of the proposed Bill to authorise the University to confer honorary degrees.

2. The Bill as drafted exacts as a qualification for the honorary degree that the person recommended by the Syndicate be of "eminent position and attainments." The most remarkable scholarship and ability will thus be an insufficient ground for a recommendation unless accompanied by eminence of "position." In the opinion of the Syndicate, academic degrees should, in theory at any rate, be bestowed for academical distinction. Eminence of public service or philanthropy may afford a good excuse for an occasional departure from the strict line of appropriateness, but it is the departure from the rule which in such cases constitutes the compliment. I am respectfully to urge that the words "intellectual distinction or (not 'and') eminent public services," or some equivalent phrase, should be substituted for the words "eminent position and attainments."

3. The provision that the initiative in conferring the honorary degree should rest with the Vice-Chancellor and not less than four of the other members of the Syndicate was probably suggested by the arrangements at Calcutta, under which the Syndicate of that University is composed of a Vice-Chancellor and six Syndics. In Bombay, the Syndicate consists of ten members besides the Vice-Chancellor; and this provision would, therefore, empower an actual minority in the Syndicate to move in this matter against the majority. I am to suggest that it would be desirable to substitute "two-thirds of the members of the Syndicate" for "four."

4. If a person is recommended by the Vice-Chancellor and Syndicate, it is, in the opinion of the Syndicate, undesirable that the confirmation of the Chancellor should be requisite before the recommendation goes to the Senate. The Chancellor's *fiat*, seeing that the Chancellor must needs be head of the Government, would give a political complexion to nominations, which ought to be avoided. A rejection by the Senate of a gentleman thus introduced would involve a personal humiliation to the Governor. On the other hand, it is extremely undesirable that the Senate should feel its hand tied in such a matter by considerations of personal or official respect. If a recommendation is made by the Syndicate, it should go in the regular course of University business straight to the Senate, and should be rejected unless approved by at least two-thirds of a meeting of not less than forty Fellows. The part of the Chancellor would be the graceful one of proposing that the degree be now conferred, as in the case of other degrees. The possibility of a conflict of opinion, or of honorary degrees being, or seeming to be, conferred for other than academic reasons, ought by all means to be avoided.

5. While indicating points which they trust will be recognised as calling for consideration, the Syndicate desire also to say that it is

with satisfaction that they have learned from these papers that it is the intention of the Government to place all the Indian Universities on an equal footing in this matter.

(Signed) P. Peterson.

[*Leg. A Progs, January 1884, No. 41, Appendix R.*]

80

Proposal to confer on the Indian Universities the power of granting honorary degrees.

FROM Dr. D. Duncan, Esquire, M.A., D.Sc., Registrar of the University of Madras, to the Chief Secretary to the Government of Madras, dated Madras, the 7th March 1883.

I have been directed by the Vice-Chancellor to forward the accompanying papers containing the views of certain members on the proposal to confer on the Indian Universities the power of granting Honorary Degrees.

[*Leg. A Progs, January 1884, No. 38, Appendix Q.*]

ENCLOSURE (i) IN DOCUMENT 80

Note by the Hon. T. Muthuswami Aiyar, C.I.E., Member of the Syndicate, Madras University, to the Registrar of the University of Madras, dated Madras, 28 February 1883, favouring the proposal to give the Indian Universities the power of granting honorary degrees.

WITH reference to your letter of the 20th instant, I have the honor to subjoin my views regarding the Bill to authorize the Universities in India to grant Honorary Degrees, and to return herewith the papers received with your letter.

I think it is highly desirable to enable the Universities in India to confer Honorary Degrees. They are already granted in Europe, and I believe that a similar practice in India will conduce to the public good and the advancement of learning. It would add to the prestige of our Universities and raise the status of our graduates to extend University distinctions to men who have rendered eminent

service to the country or attained exceptional literary or professional eminence at an age when they may not care to pass any examination, and especially to native Princes and Zamindars, who may munificently encourage learning or whose literary attainments may be of a high order though their rank and social position may have prevented them from studying in a public school. By insisting on a prescribed course of study and testing its effect upon the student by examinations, it is only intended to mark a certain amount of culture and knowledge which may, it is hoped, result in after life in literary and professional services, calculated to promote the cause of learning and of national progress, and it seems to me, therefore, sound in principle to stamp such services when they are actually rendered by those who are not graduates, with University honors.

2. Whilst advocating the institution of Honorary Degrees, I would submit that it is desirable to vest the power to grant them in the Senate and in the Lord Chancellor. The vote of the Senate as representing the esteem entertained by a body in whom the highest learning and culture available in the Presidency are collected, and that of the Lord Chancellor as marking the approbation of Her Majesty's representative in this country will, on the one hand, be much prized by the recipient of the Degree as a token of appreciation, while, on the other hand, they will be accepted by the public at large as a strong guarantee that the honor is bestowed on men who really merit it. It may not be amiss to limit the grant to eminent services, literary or professional, actually rendered to the country or to marked encouragement given to the cause of learning by large endowments, and to Princes and Zamindars of conspicuous literary or scientific attainments.

3. It is not of much importance that Honorary Degrees are not to be conferred except in law, for they will be generally regarded, however designated, as a public recognition by the University of some important service rendered to the public or of exceptional literary or professional eminence. I do not, however, see that it is wrong in principle to preserve some analogy between the Honorary Degree conferred and the description of culture or service which it is designed to recognise, and I would not, therefore, limit the Honorary Degrees to Degrees in Law.

MADRAS;
The 28th February, 1883.

(Signed) T. Muthusami Aiyar,
Member of the Syndicate,
Madras University.

[*Leg. A Progs, January 1884, No. 38, Appendix Q.*]

ENCLOSURE (ii) in DOCUMENT 80

Note by Mr. V. Bashyam Aiyangar, Member of the Syndicate, Madras University, dated Madras, 24 February 1883, favouring the proposal to give the Indian Universities the power of granting honorary degrees.

IN reference to G.O., dated 16th February 1883, No. 451, Judicial, I have great pleasure in stating that I fully approve of the proposed measure to give to the Indian Universities the power of granting Honorary Degrees. The proposal to confine the power of granting such a degree to the Degree of Doctor of Laws alone is, in my opinion, a decided improvement upon Act XXI of 1875, which enabled the University of Calcutta to grant any Academical Degree to a person without requiring him to undergo any examination for such degree; in other words, the Act only authorized the granting without the test of examination, any of the degrees which the University could have till then granted only after holding an examination for the purpose, such as the Degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, Master of Laws, &c., and I think it is also preferable to the corresponding provision in the recent Punjab University Act, XIX of 1882, under Section 16 of which it is competent to that University to grant the Honorary Degree of Doctor in any of the faculties, such degree being the highest degree attainable in the respective faculties after undergoing an examination for the same. The institution of a distinct Honorary Degree as that proposed, which is not attainable by undergoing an examination test, has the advantage of giving it a characteristic individuality, and, as it will only be conferred upon a select few of distinguished position and attainments, it will be regarded as the highest degree which the University can grant; and the more talented among the graduates will naturally aspire to it and strive to render themselves worthy of such distinction by pursuing their literary and scientific studies and establishing a reputation in the literary and scientific world. Though the highest degrees attainable by undergoing an examination have been obtained by several Indian students, yet very few of them keep up their studies regularly afterwards, and still fewer become distinguished as literary or scientific men. Until this University produces some graduates who will prove themselves really useful to their countrymen by interesting themselves in the study of the various sciences and by becoming authors of works of permanent value and utility to the nation in the various branches of knowledge, which works will command the esteem and respect of

the literary and scientific world, Indian Universities could not justly be regarded as having fulfilled their important mission. If the University in conferring Honorary Degrees bears this in view and gives due encouragement in this direction to its graduates, I have no doubt that, in course of time, it will operate on the best of them as a stimulus to further culture and to aim at such literary excellence as will entitle them to the proposed honorable distinction. Whenever any discretionary power is vested by law in an individual or a corporate body, whether that law will be productive of good or evil, will, of course, mainly depend upon whether the discretion is exercised wisely or is abused. The Bill, I observe, provides that the proposed Honorary Degree can be conferred on a person only with the concurrence of the Chancellor and Vice-Chancellor of the University, as well as that of not less than four of the other members of the Syndicate. This, in my opinion, ought to be a sufficient guarantee against the power being abused, and ought to ensure a system of selection chiefly calculated to stimulate and encourage literary pursuits and distinction on the part of the educated natives of the country.

I would take this opportunity of recommending that the University should also encourage and recognise the interests of higher culture of an indigenous kind in what remains of the old but very valuable and splendid Indian Literature, Philosophy and Science. The educational movement all over India for the past fifty years has been in favor of a scheme depending almost solely on the sources of European knowledge, and therefore too exclusive and ungenerous by omitting, if not slighting, what all thoughtful people in this country as well as foreigners value the most, viz., a knowledge of Oriental Literature and the learning embodied therein. The University at present practically ignores those respectable Sanscrit scholars who devote themselves wholly to the higher indigenous learning, and this serious defect in our University system tends to alienate the really learned men of their own race from the graduates of the University. Men who have laboured all their life in the study of Sanscrit lore, and whose minds are the most cultivated among the Hindu races, form an important link in the chain of the educated and teaching agency of this country, and it is really a pity to ignore this important factor in the educational work of the country, and let our youths to slight or decry the merits of the most learned of their race. When the study of Oriental Classics and Philosophy is so much cultivated in England and Germany in modern days, it is truly lamentable that the class of Indian Pandits should be allowed gradually to dwindle and die out fast, and that the few that remain should be left unnoticed and unrecognised by the rulers of the country. The highly educated Sanscrit Pandit, though he may be superior

to such eminent Orientalists as Monier Williams and Max Muller, does not, if it should ever be his lot to appear before an official in respect of some revenue matter, or as a witness, or a suitor, receive at the hands of such official even one-hundredth of the attention or courtesy that a young graduate or an under-graduate of our University secures. It is well known that natives attach the greatest importance to the treatment they receive at the hands of the official class whom they cannot avoid coming in contact with now and then, and unfortunately, in the eye of the official class, the best masters of Oriental Literature and Philosophy in India are nobodies, because they have not got a smattering of English education, the language of the ruling class, and are in no way recognised by Government. In my opinion, we have, by an exclusive system of education, virtually lost the aid and co-operation of the educated men of indigenous growth who, I feel assured, afford by far the best instruments for creating a Vernacular Literature of a superior kind, which the Government and the Universities so much desire to see spring up in this country. If English and German Sanscrit scholars be highly appreciated and honored, why should the Indian Sanscrit Pandits who, under former Native Governments, used to be highly encouraged, honored, and invested with titles and other honorable distinctions, be entirely ignored by our Indian Universities. If the Indian Legislature should recognise the interests of higher culture of the indigenous kind I have been referring to, and respond to the appreciation of the same by foreigners, and our Universities should extend its action and educational policy in the direction pointed out, the result would be beneficial and satisfactory both to the rulers and the ruled in this vast country.

I would therefore suggest that the proposed Honorary Degree should also be granted to eminent Indian Pandits, and, further, that the University should be authorized to institute an Oriental Faculty in which degrees are to be obtained by undergoing an examination in the same way as in the existing Faculties of Arts, Law, Medicine, &c. As regards the former, it may perhaps be said that, under the Bill, as it now stands, there is nothing to prevent the Degree of Doctor of Laws being conferred on an Indian Pandit. But, bearing in mind the policy hitherto adopted by the Indian Legislature and the Universities, it may well be doubted whether a departure from such policy, in the direction advocated above, will be made or considered justifiable in the absence of some express declaration by the legislature authorizing such departure. I would, therefore, recommend the insertion in Section 2 of the Bill of the words "in European or Oriental Literature and Science" after the words "eminent position and attainments." As to the position of eminent Indian Pandits, I may state that they occupy the highest

social position in the Hindu Society at large, and I believe that such high position will be within the meaning of the section.

As regards the institution of a purely Oriental Faculty corresponding to the other existing faculties, I may state that such faculty is expressly sanctioned by Sections 12 and 14 of the Act of Incorporation of the Punjab University, and under Section 16 of that Act the Honorary Degree of Doctor in that faculty may also be granted. If, in the year 1857, when the Acts of Incorporation of the Universities of Calcutta, Bombay, and Madras were passed, the value of Indian Classical Literature, Philosophy, and Science had been appreciated by Europeans so highly as in more recent years, I cannot help thinking that the said Acts of Incorporation would have been drawn on the broader and more liberal lines of the recent Punjab University Act. I would, therefore, suggest the addition of the following section to the Bill, corresponding alteration being of course made in the preamble:—

Section 3.—It shall be competent to the Senates of the Universities of Calcutta, Bombay and Madras to constitute an Oriental Faculty and grant the Degrees of Bachelor and Master of Oriental learning, and also confer such diplomas, oriental literary titles, and licenses subject to such examinations as may be prescribed in that behalf by bye-laws to be passed by the respective Senates.

Some such concession made to recognise the masters of indigenous learning and the labors of those who make literature a profession in this country, will not only be becoming an Indian University, but will also stimulate to a great extent the study of Indian Classics and Philosophy and lead to results far more gratifying than the present system of excluding the learned men of the soil and ignoring their sincere labors in the cause of higher culture. In recent years, Sanscrit classes have, I believe, been opened in several of the more important Schools and Colleges, and if an Oriental Faculty be instituted in the University and diplomas granted in that Faculty, the difficulty which now exists in selecting a competent Pandit out of numerous applicants will cease, and these new and increasing openings to Sanscrit scholars will be a great stimulus to their obtaining Diplomas and Degrees in the Oriental Faculty.

I would take this opportunity of mentioning that the Senate of this University has, under consideration, a scheme for the institution of a Convocation of Graduates in connection with the University, which scheme, however, would require the sanction of the Legislature before effect could be given to it. The Senate is likely to come to a definite conclusion on the point ere long, and if the Legislature should approve of the idea of instituting a Convocation of

Graduates when the matter is placed before it, provision may be made for it in the present Bill, if the passing of the Bill should be delayed till then, and the necessity obviated for introducing another amendment Bill either in the Governor-General's Legislative Council or in the Local Legislative Council, which perhaps may deem it inexpedient to deal with the matter itself, though it can legally do so, the Act of Incorporation of the Madras University, 1857, and the Supplementary Act of 1860, being Acts passed by the Governor-General in Council prior to the Indian Councils' Act, and therefore liable to be repealed or amended by the Local Legislature under Section 42 of that Act.

MADRAS;
The 24th February, 1883.

(Signed) V. Bhaseyam Iyengar,
Member of the Syndicate,
Madras University.

[Leg. A Progs, January 1884, No. 38, Appendix Q.]

(i) APPENDED TO DOCUMENT 80

Order of the Government of Madras, No. 698-Judicial, dated 9th March 1883.

COPIES of the remarks of the Hon. Mr. Justice Muttusami Aiyar, and Mr. V. Bhaseyam Iyengar, B.A., B.L., will be forwarded to the Government of India in continuation of the telegram of the 28th February 1883. It is understood that the Vice-Chancellor has also recorded certain remarks. They will be transmitted on receipt.

(True Extract.)

C. G. Master,
Chief Secretary.

To the Registrar, University of Madras.

To Hon. H. S. Thomas.

[Leg. A Progs, January 1884, No. 38, Appendix Q.]

(ii) APPENDED TO DOCUMENT 80

Endorsement by Chief Secretary to the Government of Madras,
No. 699-Judicial, dated 9 March 1883.

COPY to the Government of India, Legislative Department.

C. G. Master,
Chief Secretary.

[Leg. A Progs, January 1884, No. 38, Appendix Q.]

81

Proposal to confer on the Indian Universities the power of granting honorary degrees.

No. 1717

GOVERNMENT OF MADRAS

JUDICIAL DEPARTMENT

Ootacamund, the 27th June 1883.

TO the Secretary to the Government of India, Legislative Department.

Sir,

In continuation of letter from this Department, dated 11th June 1883, No. 1540⁹², I am directed to forward copy of the remarks of the Vice-Chancellor of the Madras University on the Bill to authorize the Indian Universities to grant certain Honorary degrees.

I have the honor to be,

Sir,

Your most obedient Servant,

C. G. Master,
Chief Secretary.

[Leg. A Progs, January 1884, No. 48, Appendix Q.]

ENCLOSURE IN DOCUMENT 81

Note by Hon'ble Sir Charles A. Turner, Vice-Chancellor of the Madras University favouring that the University of Madras should be invested with the power of granting honorary degrees.

IT appears to me desirable that the University of Madras should be invested with the power of granting honorary degrees, and that the restrictions under which it is proposed the power should be exercised will sufficiently prevent its abuse.

Nomination to the Senate is now at times resorted to as an honorary distinction. It is obvious that this is foreign to the purpose for which the Senate was established. It was intended to be the governing body of the University. There may be persons on whom, from the eminence of their position and their liberal patronage of learning, it would be proper to confer an honorary degree, but who cannot be expected to take any practical part in the labors of the Senate. On the other hand, there are many gentlemen whom it may be expedient to appoint to the Senate, but who are not of sufficient eminence to receive an honorary degree. The practice of conferring the honorary degree in Law presumably had its origin in the days when the education of a gentleman was considered incomplete unless he had studied law.

I think it would be better that the honorary degrees conferred by Indian Universities should, where it is possible, indicate the particular branch of study in which the recipient had attained eminence; the honorary degree for general attainments being given in the Faculty of Arts.

I do not think legislation necessary to give effect to Mr. Bashyem Aiyengar's proposal for the institution of a Faculty of Oriental Studies. The University has already power to propose the creation of new Faculties, and has taken in hand the constitution of a Faculty of Physical Science.

The proposals adopted by the Senate for the institution of a Convocation of Graduates will shortly be submitted through the Government of Madras to the Government of India.

(Signed) Charles A. Turner,
Vice-Chancellor.

82

Report of the Select Committee on the Bill to authorize the Universities of Calcutta, Madras and Bombay to grant honorary degrees.

WE, the undersigned Members of the Select Committee to which the Bill to authorize the Universities of Calcutta, Madras and Bombay to grant certain honorary degrees was referred, have considered the Bill and the papers noted on the margin, and have now the honour to submit this our Report.

From Registrar, Calcutta University, No. 315, dated 28th February 1883, and enclosure (Papers No. 1).
From Officiating Under Secretary to Government, Bengal, No. 136, dated 3rd March, 1883 (Papers No. 2).
Endorsement by Chief Secretary to Government, Madras, No. 585A, dated 28th February, 1883, and enclosures (Papers No. 3).
From Chief Secretary to Government, Bombay, No. 742, dated 23rd April, 1883, and enclosure (Papers No. 4).
From Chief Secretary to Government, Madras, No. 1717, dated 27th June, 1883, and enclosures (Papers No. 5).

2. The Bill as introduced required the concurrence of only four members of the Syndicate, in addition to the Vice-Chancellor, in a recommendation for the grant of an honorary degree. This number, it has been pointed out, would have been too small in the case of the Bombay University, the Syndicate of which consists of ten Fellows in addition to the Vice-Chancellor. We have accordingly amended the Bill so as to require that *two-thirds* of the other members of the Syndicate should concur with the Vice-Chancellor.

3. We have further, in order to avoid certain inconveniences which it was suggested might arise from submitting the recommendation of the Syndicate for the confirmation of the Chancellor without obtaining the concurrence of the Senate, amended the Bill so as to require the recommendation to be supported by the majority of a meeting of the Senate before it is submitted to the Chancellor.

4. Lastly, as the Calcutta University calls the Doctorate, which it at present confers in the Faculty of Law, a degree of "Doctor in law" and not of Doctor of Laws, we have, in order to avoid the use of this latter phrase in the Bill, simply given a power to confer the "degree of Doctor in the Faculty of Law," leaving the Universities to call it as they please.

5. The publication ordered by the Council has been made as follows:—

In English

GAZETTE

DATE

<i>Gazette of India</i>	3rd, 10th and 17th February, 1883.
<i>Bombay Government Gazette</i>	8th, 15th and 22nd February, 1883.
<i>Calcutta Gazette</i>	7th, 14th and 21st February, 1883.
<i>Fort St. George Gazette</i>	12th March, 1883.

In the vernaculars

PROVINCE

LANGUAGE

DATE

Bombay

{ Marathi
Gujarathi
Kanarese }

1st March, 1883.

We do not think that the measure has been so altered as to require republication, and we recommend that it be passed as now amended.

The 21st December, 1883. J. Gibbs/C. P. Ilbert/H. J. Reynolds.

[Leg. A Progs, January 1884, No. 54, Appendix S.]

Act I of 1884 amending the law relating to the granting of honorary degrees by the Presidential Universities.

ACT I OF 1884

Passed by the Governor-General of India in Council. (Received the assent of the Governor-General on the 4th January, 1884).

An Act to amend the law relating to the granting of honorary degrees by the Universities at Calcutta, Madras and Bombay.

WHEREAS it is expedient to amend the law relating to the granting of honorary degrees, and to give to the Universities at Calcutta, Madras and Bombay the power of granting the degree of Doctor in the faculty of Law to persons who have not undergone a previous examination;

and whereas the executive government of each of the said Universities is, by bye-laws made under the Acts establishing the same, vested in a Syndicate consisting of the Vice-Chancellor and certain of the Fellows;

It is hereby enacted as follows:—

1. Act No. XXI of 1875 (*an Act to authorize the University at Calcutta to grant honorary degrees*) is repealed.

2. If the Vice-Chancellor and not less than two-thirds of the other members of the Syndicate of any of the Universities at Calcutta, Madras and Bombay recommend that an honorary degree be conferred on any person, on the ground that he is, in their attainments, a fit and proper person to receive such a degree, and their recommendation is supported by a majority of those present at a meeting of the Senate and is confirmed by the Chancellor, it shall be lawful for the Chancellor, Vice-Chancellor and Fellows to confer on that person the degree of Doctor in the faculty of Law, without requiring him to undergo any examination.

This Bill was passed at a meeting of the Council of the Governor-General of India for the purpose of making Laws and Regulations on the fourth day of January, 1884.

(Signed) Ripon,
President.

I assent to this Bill.

The 4th January, 1884.

(Signed) Ripon,
Viceroy and Governor-General.

An authentic copy⁹⁸.

(Signed) D. Fitzpatrick,
Secretary to the Government of India,
Legislative Department.

[Leg. A Progs, January 1884, No. 57, Appendix U.]

Secretary of State for India approves Act I of 1884 and reiterates his former orders, enjoining restraint on the authorities of the several Universities in the exercise of their powers to grant honorary degrees.

Legislative,

No. 8

India Office,

London, 21st February, 1884.

TO His Excellency the Most Honorable the Governor-General of India in Council.

My Lord Marquis,

1. I have to acknowledge the receipt of your Excellency's Des-Act No. 1 of 1884 (an Act patch, dated the 8th of January, No. 1, 1884, to amend the law relating to the granting of honorary degrees by the Universities of Calcutta, Madras and Bombay). transmitting an authentic copy of the law noted in the margin, which has been passed by the Council of the Governor-General of India for making Laws and Regulations, and to which Your Excellency has signified your assent.

2. I have to inform you that I have considered the Act in Council, and that it will be left to its operation. The observations contained in my despatch of the 25th of January 1883, No. 2, will, I conclude be communicated to the authorities of the several Universities.

I have the honor to be,

My Lord Marquis,

Your Lordship's most obedient humble servant,
Kimberley.

SECTION X

ESTABLISHMENT OF A UNIVERSITY AT ALLAHABAD—RECOMMENDATION OF THE INDIAN EDUCATION COMMISSION—CONSIDERATION OF THE RECOMMENDATIONS AND OPINIONS EXPRESSED—APPROVAL OF THE SCHEME—ACT XVIII OF 1887. (1883-1887).

[Documents 85-107]

85

Recommendation of the Indian Education Commission for the establishment of a new University for the North-Western Provinces and Oudh and Central Provinces at Allahabad.

“PARAGRAPH 550. *Establishment of Universities.*—Among other indirect aids to private enterprise in education, the Despatch of 1854 draws prominent attention to the establishment of Universities, not as teaching but as examining bodies. Besides providing for setting up a University at each of the Presidency towns, the Despatch expressed the readiness of Government “to sanction the creation of a University . . . where a sufficient number of institutions exist from which properly qualified candidates for degrees could be supplied.” One such additional University has been established in the Punjab, and perhaps the time has come for a further step in the same direction. We have not fully discussed the question, because it seemed doubtful how far it lay within the limits marked out for our enquiries. But we consider it a point worthy of consideration whether a new University for the North-Western Provinces and Oudh and the Central Provinces, should not now be established at Allahabad. To increase intellectual activity by bringing the educational forces at work in a wide area to a common centre, and then to give them independent life and direct influence, is a hopeful means of evoking and strengthening private effort.”⁹⁴

[Report of the Indian Education Commission, 1882-83, para. 550.]

86

Government of India signify their willingness to receive a suitable scheme for the establishment of a separate University for the North-Western Provinces and Oudh and Central Provinces.

FROM A. Mackenzie, Esquire, C.S., Secretary to the Government of India, to the Secretary to the Government of the North-Western Provinces and Oudh, No. 323D, Home Department (Education), dated Simla, the 28th October 1884.

Sir,

I am directed to acknowledge the receipt of your letter No. 388 of the 9th July last⁹⁵, and in reply to refer you to the Resolution of the

Government of India in the Home Department of the 23rd instant, No. 10/309^o, setting forth the orders of the Governor-General in Council and Her Majesty's Secretary of State on the more important questions raised by the Report and Recommendations of the Education Commission. His Excellency in Council trusts that full effect will be given in the North-Western Provinces and Oudh to these orders and instructions.

5. The Governor General in Council is willing to consider the question of establishing a separate University for the North-Western Provinces and Oudh, with perhaps the Central Provinces. The Government of India would be glad to receive the Lieutenant-Governor's proposals on this subject at an early date.

[Home-Edn A Progs, November 1884, No. 41.]

37

Director of Public Instruction, North-Western Provinces and Oudh, calls for competent opinion and advice on the proposal to found a University for those Provinces.

DEAR Sir,

In connection with the recommendations of the Education Commission, the Government of India is inclined to receive favourably a suitable scheme for a university in these Provinces, and it would be well to have some skeleton plan at least to lay before Lord Dufferin, should he come up to open the new buildings of the Muir Central College in March. I am anxious, therefore, to collect, by the end of February if possible, materials for drawing up some outline setting out points on which opinions are wanted. For this purpose it is advisable to take as wide a sweep of competent opinion as possible, though, until the subject has taken some shape for discussion, the project need not be noised abroad. I shall be much obliged, therefore, if you can let me have your ideas and advice on the subject.

A main object of such a university would be a careful adjustment of the course of study and educational principles to the actual needs and circumstances and to the spirit and, in a certain degree, the literary traditions of the people of these Provinces. A careful revision of the university courses is, therefore, required to show how far they are inadequate for this purpose and in what direction they should be modified. In this connection will naturally arise the vexed question of combining Eastern and Western learning in anglo-oriental course. Should we on this side aim merely at giving purely oriental degrees after the manner of the Lahore University? or should we make a speciality of a course something on the lines of the anglo-oriental department of the Benares College?

A preliminary point for consideration will be whether the proposed institution should consist of a purely examining body essentially independent of the teaching body? or should the example of the German universities be followed, in which the examining and teaching bodies are the same? If so, how could the principals and professors of our present colleges be united in the university council? What should be the constitution and powers of the faculties, senate, etc.? What should be the division of the faculties?

As the university council would necessarily be located at Allahabad, the Muir Central College would become the chief college of the university. Could it manage with its present staff? What strengthening would it require? Would it be advisable to start some boarding-houses in connection with it, like those attached to the Mayo College at Ajmir?

These are, of course, only a few points which will have to be considered. I shall be obliged if you can let me have your opinion on any or all of them, and on any other points in which you are specially interested or which appear to you specially important. You might, perhaps, let me have a memorandum in a form which could be printed with other papers on the subject, though, of course, you could, if you preferred, revise it again before it was sent to press.

Yours, etc.,

The 29th January, 1885.

E. White,

[Home-Edn A Progs, November 1886, No. 19, Enclosure 2.]

APPENDED TO DOCUMENT 87

Memorandum on some points requiring to be considered in connection with the proposal to establish a University at Allahabad.*

GIVEN a people with the intellectual and moral characteristics and literary traditions of the people of these Provinces, who are now for the first time brought into close communication with the intellectual movement of Europe, what principles should guide us in determining the kind of university education to be given them? How far do the present university courses conform to these principles, and in what direction should they be modified to do so?

2. Should the university be an examining body merely, or designed to organize also the university teaching in these Provinces? *e.g.*, the Calcutta University prescribes the subjects in which the examinations for degrees are to be held with merely the additional condition as to teaching, that candidates for degrees must study during a fixed term at one of the institutions affiliated to the university. But the teaching staff has as such no voice in the government of the university, and the examiners appointed by the university no voice in the conduct of the studies. Is it not advisable that those engaged in teaching and those engaged in examining should be combined in the government of the proposed university?

3. What shall be the constitution of the body corporate of the university? Shall it consist of a chancellor, vice-chancellor, and fellows in senate? And, the constitution of the Calcutta University being followed, the Lieutenant-Governor be *ex-officio* chancellor, the vice-chancellor be nominated by the Local Government, and the fellows be certain persons *ex-officio* and others to be nominated by the Local Government? If so, what official position shall involve the duty of a fellow?

Or should the constitution be on a more liberal basis, as is contemplated in the case of the proposed university for London? It might then consist of a council, a board of studies, and faculties.

The council would consist of the chancellor—the Lieutenant-Governor *ex-officio*—the vice-chancellor to be elected by the council

*This memorandum was sent to the following gentlemen : Messrs. Hill, Boutflower, Harrison, and Wright of the Muir College; Messrs. Constable, Lloyd, Nesfield, and Thomson of the Educational Department; Messrs. Growse, Howell, Benett and Latouche of the Civil Service; and to Mr. S. Mahamud, Officiating Judge, High Court, North-Western Provinces. No replies were received from the three gentlemen whose names are italicized.

from among its members, subject to the sanction of the Local Government, and of the following:—

- (1) The Principal of the Muir Central College and of the Benares College and perhaps some other colleges.
- (2) Judges of the High Court and others *ex-officio*.
- (3) Nominees of the Local Government, not to exceed a fixed proportion of the number of members.
- (4) Representatives elected by each board of studies.
- (5) Such others as the council should from time to time recommend to the Local Government for nomination.

The council thus constituted would form the body corporate of the university and exercise all the functions of a senate.

Each board of studies would be elected by the faculty. It would be the duty of such board to draw up for the approval of the council (1) a scheme for a course of studies in the faculty it represents, and (2) for the examination for the academical degrees of the faculty.

Each faculty would consist of (1) graduates in honours of the faculty; (2) teachers and examiners; and (3) additional members to be appointed by the council on the recommendation of the board of studies.

If the university is to guide the teaching as well as examine, some such plan as this will probably be necessary to combine the two.

4. The faculties would consist of the usual faculties of arts, science, medicine and surgery, law, and probably engineering. But would it be advisable to establish a special faculty of the institutes of education, to which all normal schools would be affiliated? Again, would it be possible to establish a faculty of the fine arts?

5. The Sanskrit College at Benares would naturally form the college department in the sphere of Sanskrit literature and science, and the degrees would be given to the under-graduates by the university council. But on the Arabic side, which institution, if any, could we take as a nucleus of a similar college, the professors of which might become members of the Arabic faculty?

6. Should the Engineering College of Roorkee be incorporated in the university and the degrees be conferred in future by the university council as in the case of the arts colleges?

7. In the faculties of oriental literature, should some definite lines be laid down with a view to a combination of modern critical methods with the study of Arabic and Sanskrit literature and science? Shall

the degrees be conditional on a critical knowledge of the language, literature, and history of the Hindus and Arabs, such as can only be acquired by the under-graduates studying the European literature of the subject? If so, what should be done with this view?

8. Should the boards of studies, in addition to their proper functions, perform the duties of text-book committees to advise the Government in the choice of books for use in Government and aided schools?

9. Might we not with advantage introduce the German system of appointing a *Privat-Docent* as well as a *Professor Ordinarius* in each subject? Each German university has a professor, for example, of philosophy, appointed by Government or the university, who is paid a fixed salary in addition to the fees he receives from his students. This is the *Professor Ordinarius*. But any *Philosophiae Doctor* may apply to the university authorities to be allowed to teach his subject, and if considered a fit person, he receives a certificate as a *Privat-Docent*, and a lecture-room is assigned to him, but no salary. University students may then, at their choice, attend his course or that of the *Professor Ordinarius*. Thus a healthy spirit of rivalry prevails, and the *Professor Ordinarius* is continually stimulated by the fear of seeing his students leave him for the *Privat-Docent*. Moreover, before a teacher receives a chair as *Professor Ordinarius*, he must have shown his capacity as a teacher by his success as a *Privat-Docent*.

10. Should any of the educational endowments of these Provinces be vested in the body corporate of the university? What other property should be placed in trust of such body corporate—the Muir Central College and estate?

11. Should the university confer the diplomas at present required from law practitioners and the law examinations be conducted under its direction? The present middle examinations would, of course, fall within its spheres. The fees from these sources would become an important item in the university income.

E. White,

The 9th February, 1885. Officiating Director of Public Instruction,
North-Western Provinces and Oudh.

[Home-Edn A Progs, November 1886, No. 19; Enclosure 3.]

Mr. K. Deighton, Inspector of Schools, Rohilkhand Division, advocates the establishment of a separate University for the North-Western Provinces and Oudh.

MY Dear White,

Though for some time past I have thought that the North-Western Provinces should have a university of their own, this has not been because the university of Calcutta seemed to me ill-fitted in its courses of study for those we are trying to train in the higher branches of learning. Indeed, the changes that during the last twenty years have been made both in system and details have been such that I do not know how we can greatly improve upon the pattern now before us. Nor is my wish to see the North-Western Provinces independent, due to a belief that, in the way of management, we have much to gain by becoming our own masters. In both respects we shall do well to aim at no great originality. Later on there may be scope for this; not much as yet I think. None the less, however, does it seem to me that the time has come when we may stand alone, for Calcutta is too far away from us. We need some objective nearer at hand—some visible presence in the midst of us. This, I believe, would give to our colleges a life and activity they now lack, would impress the native mind generally, and perhaps draw to us those classes which hitherto have held aloof. Moreover, we are now numerous enough in our students for the degrees we may bestow not to lose anything of honor from want of competition. That the university should not at present, if ever, be a teaching body seems clear to me for two reasons. In the first place, the cost of a university professoriate would be out of all proportion to the amount we can afford to spend on higher education. In the second, we should not in our university have a centre round which would cluster a number of colleges. For a long time to come, therefore, it would only be doing what can be as well done by one good college. Even in Calcutta, where there is a variety of colleges, various in their management and their object, various as to the bodies and classes they represent, various in degree of resources, it has not been urged as an essential that such a professoriate should be established. Allahabad is, of course, never likely to have a tenth part of the numbers that already fill those colleges.

In reference to oriental studies you ask whether we should "aim merely at giving purely oriental degrees after the manner of the Lahore University, or should make a speciality of a course something

on the lines of the anglo-oriental department of the Benares College." With purely oriental degrees I would have nothing to do; though honorary titles, such as those given by the Benares College, and in Bengal by the Education Department, would, I think, help to encourage the study of oriental languages. But such study should, in my opinion, be chiefly critical and in accordance with Western methods. It should also be so far combined with English that for a degree that language should be the medium of examination, and that the student should be able to pursue his researches by the help of English treatises. And though this is a detail, I would give the degree earlier than it is now given by the university of Calcutta.

The most important difficulty in the question of a new university is to my mind, that of the constitution of its senate—not the constitution of a senate, but of a senate at Allahabad. Have we the material? It must be remembered that of those whose intelligence would fit them for the incumbent duties a very large proportion are official servants, whose experience of such matters is small and whose interest in such matters is not, I fear, very great. It is true that the syndicate, which need not, indeed ought not to, be a large body, would manage most of the details. But the senate would have important functions to perform; and though it might on paper be made as large as we pleased, it would be the resident members on whom the work would fall. Here, then, there seems to be a danger. No doubt, as time goes on, the proportion of native members would largely increase and their acquaintance with the wants and wishes of the people would help to guide us; but for some years to come I should fear lest narrowness of view and want of practical knowledge should show themselves in the deliberations of a senate such as would be possible at a place so small as Allahabad.

Yours etc.,

K. Deighton.

The 5th February, 1885.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 4.]

Khan Bahadur Maulavi Saiyid Ahmad states that the main object of the proposed University should be to diffuse higher education in European sciences and literature among the people of the North-Western Provinces and Oudh.

DEAR Sir,

I beg to acknowledge the receipt of your letter, dated the 31st January, 1885, with reference to the scheme for a university in the North-Western Provinces and Oudh. It would no doubt be a matter of greet gratification if our Province had also the honour of having a university of its own. But at the same time it should be clearly understood that if the status of the proposed university be such as will not carry the same weight with the people as a university ought to do, then it will do more harm than good to the country, and we would much rather do without it than have such a university. At present the Calcutta University is considered to be the best of all the Indian universities, while those of Bombay and Madras are not considered equally good, nor are the graduates of those universities much thought of in this country, and the Punjab University is not even reckoned as one of any importance. Therefore, if we are to have a university like that of the Punjab, then I am sorry to say that I shall not agree to such a proposal.

The sketch which you have drawn of the proposed university in the second paragraph of your letter appears to me rather dangerous. I may here quote some sentences from it. You say:—

1. "A main object of such a university would be a careful adjustment of the course of study and educational principles to the actual needs and circumstances and to the spirit and, in a certain degree, the literary traditions of the people of these provinces."

2. "In this connection will naturally arise the important question of combining Eastern and Western learning."

3. "Should we on this side aim merely at giving purely oriental degrees after the manner of the Lahore University? or should we, in addition, make a speciality of a course something on the lines of the Anglo-Oriental Department of the Benares College and the Anglo-Muhammadan College of Aligarh?"

The three passages quoted above show that one of the main objects of this university will be to combine Eastern and Western learning. I am sorry to say that such a course as this will be harmful for the country as well as for the Government.

I should say plainly that for some years past a feeling has been produced in the natives of this country, to the effect that the Government has now decided to prevent the people as far as possible from acquiring high education in European sciences and literature. It is the unanimous opinion of all India that worldly prosperity under the British rule, either by seeking Government employment or by trade or by any other profession, is not possible to attain without high education in the European sciences and literature. Even the Maulvi of the old type, who is opposed to the English education and regards it is an element of infidelity, admits the necessity of it; but he would say that as it is only a means of temporal advancement, we should not pay much attention to it, and should devote ourselves to the ways of God.

In order to prove this belief more fully, I will here relate an anecdote. When Colonel Olcott (the Theosophist) and Mr. Wilfrid Blunt were here, both of them made speeches at Aligarh. A native gentleman of the old type, who has not had the benefit of Western education, after making himself acquainted with the subjects of their speeches, told me it was his full belief that Colonel Olcott and Mr. Blunt were both deputed by the Government to mislead the Hindus and the Muhammadans respectively—the former to mislead the Hindus by inducing them to study the old Hindu philosophy and Sanskrit and not pursue the study of the modern European science and literature; and the latter to mislead the Muhammadans in a similar way. He also said that the Government did not like to give high education to the natives of this country, so that they may not change their condition, but that they should remain like ordinary coolies.

It will be a matter of regret if the Government does not notice the changes worked by time. The time is now past when it was necessary for Lord Macaulay to support the introduction of Western education. The voyage to Europe is no longer a difficult task. There are at present more than 30 Muhammadans receiving their education in England. Their numbers will increase every day. The religious superstitions that bound the Muhammadans are now being broken, and I am glad to say that those who have taken this task upon them are succeeding in their efforts. The Hindus have also set aside caste prejudice. There are in England Hindus of the most sacred caste at this time. Even those who have never been to

England have become acquainted with many new things of which they were ignorant before. Everyone now clearly understands what he can gain by the study of European science and literature and what by that of oriental learning. Therefore, the formation of such a university at this time will do nothing more than create still more doubts in the minds of the natives.

Some of Lord Lytton's speeches have led thousands of natives to believe that the Government has decided to induce the natives anyhow to study oriental learning and to prevent them from taking advantage of high education in Western sciences and literature. You can well imagine what effect the following remarks of Sir Rivers Thompson has produced on the native minds and what they understand to be the meaning of it. Sir Rivers Thompson said: "That the problems of a successful administration, which shall reconcile itself to the judgment and reason of the governed, become every day a more difficult task, just in proportion to the progress of a people in education and civilization."

When the Punjab University came into existence the people firmly believed that the same object was in view. Therefore, if a similar university were to be formed for the North-Western Provinces, it would do nothing more than confirm the people in their belief.

I am sorry to say that Government has not perhaps fully realized the strength of the feelings of the natives in thinking that the Government does not like to see them make progress in the study of European sciences and literature. Consequently I consider it my duty to point out to Government that this feeling is very strong, and that the ill effects of such a feeling are not limited to matters of education only; but, in my humble opinion, they will in a great way affect the politics of the country.

In your letter you speak of a "careful adjustment of the course of study and educational principles to the actual needs and circumstances . . . of the people of these Provinces." I do not see what peculiar needs the people of these Provinces have as distinct from those that the people of other Provinces have in matters of education which require an adjustment of educational principles. In the whole of British India, as far as I can judge, the educational wants are the same, that is, the requirements of high education in European sciences and literature.

Besides these considerations, the question that arises amounts to this: Whether the natives of India, who want an education in the oriental learning, do require the aid of a university or a college from

the Government for this purpose? I would answer this question in the negative. In every part of India persons are to be found who give the people an education in the oriental learning who are engaged in giving this education to a considerable number of pupils either at their homes or in mosques or other places. They do not stand in need of any aid from Government, nor do their pupils care for the oriental degrees that may be conferred by a State university, nor do they wish, nor would they attend the Government colleges for the purpose of receiving education in oriental learning. Only those people stand in need of Government colleges or English universities who have a desire for education in Western sciences and literature. The Oriental College of Lahore is not in a flourishing condition. Simply the scholarships attract people to it. Much the same is the case with the oriental department of the Muhammadan Anglo-Oriental College. The oriental department of this college is on such a wide scale as cannot possibly be done in a Government institution—that is, in this college instruction can be imparted up to the very highest degree in religious books, including the commentaries of the holy Quran and the standard works of Hadis, which is the main object of an oriental student's study. Notwithstanding this, the students of this department resort to the English department. There are only five students at present in this department who are, I think, held simply by the attraction of scholarships.

Now the question that deserves consideration is whether, by combining Eastern and Western learning, the Government will be able to give them a better or a more reliable and thorough education in the oriental learning than they at present acquire in their own way. I would say decidedly not. While, on the other hand, the result will be that neither the education in the Eastern learning nor that in the Western will be efficient. They will not know much either of the oriental learning or the European sciences and arts. As far as I know, the anglo-oriental department of the Benares College is, I think, no better. The students of the Anglo-Sanskrit department of the Benares College do not know much either of Sanskrit or of English. I cannot see why you have alluded to the Muhammadan Anglo-Oriental College at Aligarh. The chief aim of this college is to reconcile the Muhammadans to the study of European sciences and literature and to provide a high education for them. The chief object of its founders is to remove the prejudice which the Muhammadans have against the study of European sciences and literature, which they regard as being against their religion, the distinguishing feature of it being that it provides a certain amount of religious instruction with the secular in each class. If the Government were to introduce any kind of religious teaching in its universities or colleges, then it

would be departing from a very excellent policy which it has very wisely been pursuing for many years, in remaining neutral in all matters of religious teaching; and I consider it my duty to point out that, if the Government should depart from this policy, it will produce very bad effects on the people. Government should not be misled by Dr. Leitner's opinion and by the opinion of those few whose aim is nothing more than to please Dr. Leitner, that religious instruction should form part of State education. However, I suppose that by including the oriental learning in the curriculum of the proposed university, the Government did succeed in turning out some learned scholars in oriental learning. Then the questions would be, for what purpose and with what object? Whether for their sake the Government would change its offices into oriental ones? Whether the mercantile business would be carried on in an oriental language? Whether the discoveries of art and science, medical and engineering work, would be thrown into an oriental form? This would be simply impossible. Therefore, such persons even if turned out, would not be of any use in the world.

Of course, it should be one of the duties of our universities that they preserve oriental classical literature. The present system, in which Arabic, Persian, Sanskrit, &c., can be taken up as a second language, or one can take the M.A. degree in any of these languages, is quite sufficient to secure this object.

Therefore, I am sorry I cannot give my consent to the formation of such a university, as I think it will be injurious both to the Government and the people, and will, you will excuse me if I say so, also mislead the people. On the other hand I should be very glad, indeed, if we have a purely English university for our Provinces; and if the Government can get over the difficulties that are in the way of the formation of university in these Provinces, then I shall consider it a good fortune for those who live in these Provinces.

The object of this university should not be to combine Eastern and Western learning or to search for the literary traditions of oriental learning; but its main object should be to diffuse high education in European sciences and literature among the people of these Provinces. There can be no doubt that in the system of the Calcutta University, to which our Province also belongs, there are some few points which prevent its graduates from attaining the highest culture, and that its graduates should possess a better training than they at present do in order that they may keep up the honor of degrees they hold. Therefore, one of the objects of the proposed university should be to remove those defects and to overcome the difficulties that are in the way of a high education. Such a university will, of course, prove

advantageous for Government and a boon to the people, and it is my earnest desire to have such a university for our Province.

Now I shall point out the difficulties that lie in the formation of a university in these Provinces (whether it be on advantageous principles or harmful ones), which deserve careful consideration on the part of Government.

1. There are only about seventy institutions which could be affiliated to the proposed university. Of these seventy only five will be such as will be able to prepare candidates for the F.A., B.A., and M.A. examinations, while five only will prepare candidates for the entrance and F.A. examinations, and the remaining sixty will only prepare for the entrance examination. This number of institutions, I think, is too few for a university. In fact there will be only five institutions which will prepare candidates for the B.A., and M.A., that could keep up the honour of the university. Of these five the instructive staff of the Agra College and the Muhammadan Anglo-Oriental College, Aligarh, are, I think, rather weak to give full instruction according to the curriculum of the university. But if an institution, finding the proposed university not meeting its special requirements, does not affiliate itself to it, then the number of institutions will be further reduced.

As one of the five institutions capable of preparing students for the B.A., I cannot quite say what attitude the Muhammadan Anglo-Oriental College will likely adopt towards the proposed university, because the movement is a provincial one—a local one—based on what we may call North-Western Provinces patriotism and calculated to stimulate local education. Now, although the Muhammadan Anglo-Oriental College happens to be situated in the North-Western Provinces, it is not a local one. Its influence extends to the whole of India wherever Muhammadans are to be found. It is rather a matter of chance that it has been planted in the North-Western Provinces, and therefore it does not rely on any sentiment of provincial patriotism. It has therefore to meet the needs of a community spread over the whole of India. To do this it considers it right to prepare the students for the examinations of the best university, and it would be very loath to have to change its scheme and prepare students for a university of inferior standing. To do so would be to place further difficulties in the way of Muhammadan progress.

2. If the Government will support the establishment of the university, then it will be all right, otherwise the income of the university itself will not meet its expenditure. From what I have

calculated, I think the income of the university will not be more than Rs. 10,500 a year, which sum will not be sufficient to meet the expenditure.

3. The university will have to establish no less than four faculties: (1) the faculty of arts, (2) the faculty of law, (3) the faculty of medicine, and (4) the faculty of engineering. The members of these faculties should be very able men, both European and native. The chief difficulty in connection with this will be that most of the members should be such as may be resident in Allahabad, so that they may be able to attend the meetings of the syndicate, which will be composed of a selected number of members of each faculty. Perhaps it is on account of my want of sufficient information about Allahabad that I say that it will be difficult to procure such members, especially natives, in Allahabad itself. I am certain that hardly any Muhammadan will be found in Allahabad who could be a member of any of the four faculties.

4. The connection of the principals and professors of the various colleges will be that they could be made fellows of the university and members of the senate or members of any of the four faculties. But I don't like the system of having, like the German universities, the instructive and the examining bodies combined in one. At the same time it will not be well to ask them to become examiners without giving them good remuneration, even if they be members of the instructive body.

I may in this place make a remark about the staff of the Muhammadan Anglo-Oriental College. As you are doubtless aware, the Muhammadan Anglo-Oriental College is struggling under great difficulties. Its staff is not adequate for full teaching purposes. Its committee and staff have, moreover, an immense number of matters to deal with besides its educational work. These matters fully engross their time, it would be at present quite impossible for its staff to undertake university work outside the college itself. It is not a question of its willingness to do so nor of payment by the Government; it is simply the fact that there is no energy to spare. Consequently, if such a university be formed, I fear that there is little chance of any of the necessary work of organization and examination being undertaken by any of the staff of the Muhammadan Anglo-Oriental College in its present condition. Doubtless after some years, as education spreads in these Provinces, many of these difficulties will diminish. There will be no particular difficulty about determining the powers that will have to be given to the senate, the syndicate, and the various faculties.

5. The chief point deserving special consideration will be whether fellowships be founded in connection with the university. I think that without fellowships the university will be like a body without life.

The opinion that I have expressed regarding the nature of the university is not formed at haphazard, but I have given a careful and a long deliberation to the matter before arriving at the opinion that I have expressed so boldly, for the free expression of which I hope you will excuse me.

You may make any use of this letter if you like to do so.

ALIGARH;
The 22nd February, 1885.

Yours, &c.,
Sayyid Ahmad.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 5.]

Mr. S. A. Hill, Professor of Physical Science, Muir College, Allahabad, points out certain disadvantages which the people of the North-Western Provinces and Oudh suffer due to their connection with the Calcutta University and favours establishment of a new University for those Provinces.

MY dear White,

On the subject of the memorandum about the proposed establishment of a university at Allahabad, sent with your note of the 17th instant, I have to offer the following remarks.

2. The university should be more than a mere examining body. The great defect of the present university of London is that it only conducts examinations; and this has led, first, to the succession of Owen's College from the rank of the affiliated institutions, with the

formation of a new university of Manchester, and latterly to an influential movement in favour of the establishment of a teaching university in London. The Calcutta University is subject to the same defect in a minor degree; . . .

In the Calcutta University, however, the people of these Provinces must always labour under a disadvantage as compared with those of Bengal, because only fellows resident in or near Calcutta can attend the meetings of the senate or serve on the managing syndicate, and therefore I think it is desirable to establish a new university for these Provinces. But the necessity of withdrawal from the Calcutta University would not have been so urgent if the North-Western Provinces Government had more frequently recommended distinguished graduates and officers of the Education Department for nomination as fellows. These, if sufficiently numerous, would have been able to insist on modifications of various rules and regulations of that university to suit the local conditions. Before I was appointed a fellow of the Calcutta University, in 1883, I believe no person directly connected with education in these Provinces had been so appointed for fourteen years . . .

7. I do not see why we should imitate the Punjab University in giving special degrees in oriental literature. Special proficiency in that subject would be a qualification for an ordinary degree in arts. In any case a critical knowledge of the languages and literatures based on modern scientific methods should be required of the candidates. I still believe in Lord Macaulay's views sufficiently to think that no one should get a university degree (which is essentially a European distinction) on account of oriental learning only. Even for a degree in oriental literature a good knowledge of English should be required. This could be done by means of a previous examination like the First Arts examination of the Calcutta University; and if it were done, there would be no difficulty in requiring candidates for such a degree to study the European literature of the subject. Details of the methods of ensuring proficiency in English or any other subject had better be left, however, to the consideration of the boards of studies.

ALLAHABAD;
The 22nd February, 1885.

Yours, etc.,
S. A. Hill.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 6.]

Mr. E. T. Constable, M. A., Inspector of Schools, North-Western Provinces, opposes the proposal to establish a University on the ground that the proposal is pre-mature.

IF a university is to be established for these Provinces it should not, in my opinion, be a merely *examining body*. Those who are constantly engaged in tuition must (*caeteris paribus*) possess a greater grasp of the subjects taught, and be more fitted, therefore, to undertake the duties of an examiner. There are, however, but two Government colleges in these Provinces and a few others from which to form a university, and the time for carrying out such a momentous project would, therefore, seem to be pre-mature. The universities of Oxford and Cambridge embrace many colleges, and from the fellows (resident and others) of these colleges men of the highest honours in every branch of knowledge can be selected as examiners. Such, I believe, is not the case here. There is a nearer approximation at Calcutta doubtless, though even there perhaps the number of first class honour men is far less than at home. In a word, I do not think the time has yet arrived when more than one university can be efficiently maintained in the Bengal Presidency. Should the starting of another, however, be finally resolved on, I would suggest its constitution be on the more liberal basis proposed in the memorandum.

CAMP CAWNPORE;

The 25th February, 1885.

E. T. Constable.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 7.]

Mr. A. Thomson, Principal, Agra College, sees no need for the new University.

DEAR Sir,

With reference to your letter of the 30th ultimo, I am sorry to say I am not well qualified to offer opinions on the proposed university

for these Provinces, as I have not yet seen the necessity for such an institution. I do not suppose that the establishment of a new university would be unfavourable to the cause of education; but I am not aware of any way in which, for the present, it could be of much advantage. I believe there are few of the educational arrangements of these Provinces that might not be altered with good hope of improvement. But our connexion with the Calcutta University might, in my opinion, very conveniently remain as it is for some years.

2. I believe the proposed university must be an examining and not a teaching body. It is true that the Scotch and German universities both teach and examine, and the same is the case with the younger American universities. But in these cases there is only one college preparing students for degrees. Where there are several colleges with conflicting interests, I believe it will always be found necessary to have the examining body distinct from the teaching body. Such is practically the case at Oxford and Cambridge, and it is the declared principle in France and India. Whatever may be the advantages of the Scotch and German system, there are difficulties in applying it here which, I fear, could not be overcome.

5. It is said that the university council would necessarily be located at Allahabad; but as the Government is at Naini Tal for the greater part of the year, might it not prove more convenient to have the university council located there also? This council is to consist of "(1) the principals of the Muir Central College and of the Benares College, and perhaps some other colleges." This seems to indicate a sudden and complete change of policy. In his speech at the Agra College in November the Viceroy declared it to be the wish of Government to give every encouragement to independent institutions. In January, the Director of Public Instruction proposes that the Government colleges shall, in the first place and as a matter of course, be represented in the university council each by its principal; while the other colleges are considered sufficiently represented by a "perhaps." I see from the last annual report of the Department of Public Instruction that in 1883-84 thirty-three students passed the B.A. examination, only fourteen of whom came from Muir College and Benares College, and eighty-eight passed the F.A. examination, of whom thirty-seven came from Government colleges. There is every reason to believe that in future the increase will be more rapid in non-Government than in Government colleges, and therefore the suggestion that the council of the university shall consist of "the principals of the Muir Central College and of the

Benares College, and perhaps some other colleges," seems to me a very inadequate recognition of the importance of non-Government institutions.

AGRA;

The 24th February, 1885.

Yours, etc.,
A. Thomson.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 8.]

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Memorandum from Babu Bireshwar Mittra, Professor of Law, Benares College, discussing general principles regarding the organization of the proposed University for the North-Western Provinces and Oudh.

THE object of a university is to provide the highest form of education and culture to those who come under its influence. Universities generally. There cannot be a uniform standard of high education in all countries, or even in the different universities of one country. In England, the orthodox universities of Oxford and Cambridge have secured for themselves a certain position in the estimation of the intellectual world in Europe by maintaining an able body of professors and public tutors. The diplomas and degrees conferred by these bodies are valued according to their capacity to teach and to the course of studies prescribed by their faculties. These universities have naturally come to be regarded as the depositories and dispensers of the national learning. But the conditions of residence and the exclusive character of the discipline enjoined rendered it almost impracticable for the rising middle class generally to avail themselves of the advantages which these institutions could confer. The London University was

established in order to bring the benefits of high education within the reach of students who were unable to come to the colleges at Oxford and Cambridge. The traditions connected with the place of instruction had to be laid aside, and, as a matter of course, the constitution of a teaching body had to be abandoned. The projectors of the London University, it would appear, concerned themselves with the actual results of education, whenever obtained and by whomsoever given. As an examining body, its sole function lay in certifying to the world that a number of young men had acquired a certain quantum of learning as tested by their examination. The universities of Oxford and Cambridge assumed the responsibility of imparting liberal instruction, which the accumulated force of their intellectual activity for centuries fully entitled them to undertake. The London University started by a denial of the validity of the grounds for postulating such responsibility. The older universities refuse to be moved by a force which does not come from within them; whereas the younger one, being a child of expediency, depends, by the very nature of its constitution, for its growth and development upon an agency brought to bear upon it from without.

2. The Calcutta University was founded on the model of the London University. It had no institution of native organization to support and foster. It created a corporate body to grant certificates of intellectual distinction of a character suited to the circumstances brought into being by the establishment of the British rule in India. The London University was intended to provide for a necessity which was felt; the Calcutta University had to supply both the need and the provision. The Calcutta University tests qualify for the public service in Bengal, and the advantages thus conferred are there easy of access. It can therefore hardly be regarded with surprise that, so far as that province is concerned, the results of the university have been quantitatively out of all proportion to what its warmest admirers could have anticipated it to achieve. Whether the quality of the results is determined by the quantity is open to question. A course of study preparatory to examinations entered upon with motives of interest can hardly be deemed consistent with that sound and wholesome development of the powers of the human mind which forms the fundamental principle of high education. If the degrees of the Calcutta University cease to be passports to the higher branches of the Government service and the bar, the number of those who graduate every year in arts and law will considerably be reduced. In the North-West, where the graduates of the university do not enjoy the same privileges, the results are poor and unsatisfactory compared to Bengal. The medical and civil engineering

colleges at Calcutta, representing the faculties of medicine and engineering, stand on a footing all their own. In those institutions will be found all the elements of a *collegium* which have rendered similar places of instruction in Europe centres of intellectual activity and discipline. I may state that the two institutions I have mentioned, the Civil Engineering College at Roorkee and the Presidency College, will continue to exert the same influence on the liberal education of the youths in this presidency, even if they withdraw their connection from the Calcutta University. In the case of these colleges it is the amount of learning which they are specially organized and fitted to impart, and not the fact that their *modus operandi* is controlled by the tests prescribed by the Calcutta University, which hold them out as model institutions in Bengal. The position of the affiliated colleges and schools is different. These may or may not possess the capacity of teaching up to the requisite high standard; but the pressure due to the fact that the Calcutta University examinations are regarded as the acknowledged road to preferment and distinction enforces their teaching up to the standard of tests prescribed by that university. In most cases the affiliation has been a matter of necessity; for no method of instruction which is conveyed in the English language will commend itself to the parents and guardians of young men as desirable, but such as conform to the purposes of utility sought for, through the medium of high education, by the aspirants of office, its emoluments or distinction.

3. The question whether high education is sought for with the pure motive of intellectual advancement, in any country, or by any class of people, is beside my purpose. I will, however, beg to be permitted

The Sanskrit College
at Benares.

to notice the fact that in India there is one educational institution at least where the students seek knowledge purely for science and not for gain. This is the Sanskrit College of Benares. There are nearly 500 scholars borne on the rolls of the college. They receive there a training which, if it could but be known and appreciated, will strike the admiration and wonder of all who value learning for its own sake. The student of Panini, the different systems of philosophy, more or less blended with theology, of astronomy, and the sciences as known to the Hindus, has before him the ideal of a pandit who asks for no recompense of his knowledge from the busy world. The pandit is content to be neglected and even ridiculed by the world which his tendency to pessimism teaches him to tolerate with good will. All the noise and bustle of the modern age has not been able to draw the Hindu scholar out of his obscurity, to which he resigns himself with all the fervour and enthusiasm of

a soul devoted to its own ends. The graduates of the Calcutta University may look for grand achievements in the acquisition of wealth and social position, or at least the solitary comfort of being able to add titles of distinction to his name. The students of the Benares Sanskrit College have none of these impulses to work. The old order of aristocracy in the country has passed away, giving place to a new one. There is no longer room in India for sympathy with the Sanskrit scholar. The pushing young men, with a smattering knowledge of English and Urdu, may rise to the highest grades of the uncovenanted service; whereas the most learned professors of astronomy and philosophy in India receive only Rs. 91 a month from a liberal and enlightened Government. The intellectual class in India—and there are only a few who form it—have imbibed a knowledge of Western philosophy which warrants them in holding the (to them) unexplored regions of Sanskrit literature and speculative knowledge in the light of a myth, or a tale fit only for suckling babes. The problems which engage at the present day the struggling energies and thought of the foremost thinkers received their due meed of attention in the days of Kapila and Shankara Acharya. The pandit arises from a study of these abstruse and difficult questions unfit for the refined society of the present generation in India, carrying heavy contents where emptiness, or at least light baggage only passeth current. The Sanskrit College is an organized institution where professors lecture on the various branches of Hindu learning, viz., grammar, poetry, rhetoric, philosophy, mathematics, law, etc. There are also private schools maintained by wealthy rajas, or by the pandits themselves, where lectures are freely given to all comers, provided only they be Brahmins, on Vedas, the Dharma Shastras, and philosophy. These have no organization from a modern point of view. The system with respect to the latter, briefly put, is this: a learned pandit opens his house to the reception of pupils in the morning or in the afternoon, to teach, say, the Vedanta. His character and literary reputation draw a crowd of eager listeners around him. The pandit asks for no fees—even voluntary payments are rarely accepted; and the students who flock to him are drawn unto each other and their teacher by ties of pure affection. He is intent upon teaching, and they are solicitous to learn. To both the teacher and the taught the objective and the phenomenal world is but a phantasmagoria passing without creating any permanent impression in their mind. They are absorbed in their work of introspection, having but little leisure and inclination to look out of themselves. In these institutions lie potentially the germs of intellectual activity, which need organization and support to become powerful factors in the spread of national learning and culture.

4. From all that I have said above it will appear that there is a vast stock of intellectual wealth in India to draw upon. The education of the pandits, however, is sadly deficient in one respect—they acquire no critical ability. ^{The learning of the pandits wanting in critical scholarship.} Their knowledge is one blank identity without any difference. They study, reason, and think in one traditional groove; and all their learning does not qualify them to undertake the task of criticism and discrimination. The want of comparative knowledge amongst the pandits and those brought up under their instruction and influence is productive of the evils of scholasticism and, I might add also, egotism. The profundity of the pandit's learning is measured by his dogmatism. As an illustration of my statement I will mention the case of a distinguished Vedantic scholar, with a dash of Western philosophy, who feels highly indignant at the fact that Professor Gough in his book on the "Upanishads" has brought the *Iswara* of the Vedantas down to the level of the Demiurgus of the ancient Greeks. In the opinion of this learned gentleman Mr. Gough has committed an unpardonable sin in being wanting in reverential courtesy to his Creator. On close examination it will appear, however, that the concepts of a Creator (*the Iswara*) and the Demiurgus are almost identical. Both the Greek and the Hindu philosopher will start with the ideas of the Creator being conceived as the primordial reality, unconditioned and unconscious. Both will impute to the Creator an existence under the conditions of the relativity of knowledge and consciousness within the category of casualty and dependence. Both will admit a reality beyond the theological notion of a Creator of the phenomenal world. And yet the Hindu Creator must be held superior to the Greek Demiurgus. The Hindu Vedantas will feel scandalized at the bold audacity which Schopenhauer assumes in opening his philosophy with the aphorism "the world is my idea." He regards it as very little short of impudence for a European to presume to create an objective world out of his subjective self. He has been taught to consider that it was the province of a Shankara Acharya alone to propound questions of ontology by beginning with the ultimate reality—the Bramha. It was, according to him, open only to Kapila and the Rishis of old to teach and hold the doctrines that there was no proof of the existence of God without their sanctity being tainted with the reproach of atheism. In their case it was the highest wisdom. But for the advance thinkers of the West to say that the God of the theologian is a nursery rhyme and tale, it is downright folly and unbelief. Such notions come from rigid exclusiveness and seculsion joined to a want of the critical faculty. A door must be opened to them of wider survey, and then it will be possible to effect a reconciliation between the speculative thinkers of the West and the East. In the institutions I have mentioned

above are materials ready to hand; and if these be carefully tended and brought into harmony with the comparative method of learning and critical scholarship known so well in Europe, they will develop into a university. Such a university will work with its own native strength, permanent and immoveable, and not with that pressed into service as the expedients of the hour. It will stand on its own basis, a foundation laid on the literature and philosophy of the East, gathering strength from the West in points of its own weakness. It will then mould and develop itself according to its own necessity, and not as at present, according to contingencies controlled by forces alien to its own character and existence.

5. It is far from my wish to plead that knowledge of arts and sciences be imparted in the vernacular. Such a measure will retard rather than advance the cause of high education in this country, and might be regarded by the people with distrust and suspicion. ^{A purely oriental university impractical.} The assimilation of oriental learning with the Western culture must be a process of gradual development. A resolution into a line of progress will depend on a skilful adjustment of forces which now form the stand-points of advancement. The Punjab University, as maintaining and advocating a purely oriental side, has already created misgivings in the mind of the natives as to its nature and object. It required the strong will of certain individuals to bring it into existence, and its future welfare hangs on the active support of its originators. Punjab can never be the seat of indigenous learning, it never was; and in this respect certainly the North-West is different. However that may be, the actual conditions of life and intellectual activity in India at the present day demand that the vehicle of instruction in real knowledge shall continue to be by means of the languages in which it has hitherto been received. I shall deal with this question from a more practical point of view. It is possible to teach the mental and moral sciences in Sanskrit; but substitute for Sanskrit Arabic, and the result will be extremely disappointing. Sanskrit can boast of a philosophical literature which has forced the admiration of the speculative thinkers of the West. But who ever heard of Arabic philosophy worth the name? There never was in India anything even approximately approaching to the knowledge of facts in geology, or mineralogy, or any other branch of physical science as acquired by the scientific scholars of Europe. Now the teaching of these sciences in Sanskrit can only be possible after decades of labour and before that can be attained some of the scientific facts themselves will very likely have gone completely out of date. The extension of the benefits of high education in English under easy conditions of growth and development will, by virtue of its own principles of

action, render translations of scientific books practicable. There is no need to wait for them; they will come in their own good time. I cannot help observing here that so long as the language and character used in official proceedings and the courts of justice be not changed into Hindi, there is little or no hope for the spread of Sanskrit learning and the production of a healthy vernacular literature. The study of the classical languages by the few is to afford capital for the ready acquisition and distribution of modern languages which own their origin to them. The study of the Latin and Greek classics will continue so long only as the modern languages founded on them are extensively used by the courts and sovereigns of Europe. If Sanskrit or Hindi were to become the court language of Germany, however much it might delight the heart of the oriental *savant* there, the change would soon cause perceptible depreciation in the study of European classics in that country.

6. The question then comes upon what principles a happy union of the learning of the East and West can be possible. Mere develop-

ment of the faculties of the mind by storing it with the knowledge acquired by a course of studies, introspective in their tendency—and that is almost all that oriental learning chiefly

consists in—will not fit natives to hold their own with the civilized nations of the modern world. The Hindu must grow out of his primitive state of simplicity and faith. In Europe the people have not much in common with ghost stories, which are now laid into contribution merely for the purpose of scientific inquiry into the origin and development of religious ideas. In India the ghost stories are believed up to this day by all those who have not had the advantages of a liberal English education. The emancipation of the human mind from the dominion of priestcraft and superstition has been due to knowledge, not as it was known to the ancients, but what has been acquired after long observation and research. Progress depends not so much upon humanizing studies but upon such as will enable a man to fight his battle with a hard matter-of-fact world. Rama alone did not effect the release of Sita; the aid of Hanuman and his legions was necessary to carry him to Ceylon and there espouse his cause by force of arms. The world cannot afford any longer to come to the sea-shore, and there with the vast expanse of water before to stand mute and motionless, content only to contemplate on the majesty and power of the mysterious agency which created this wonderful world. The Napoleon of modern history did not come to the Alps only to go back home, having found at the feet of the snow-clad mountains the natural barriers of his dominion and, like Alexander the Great of ancient memory, the termination of the scope of

his ambition. He crossed the Alps the best way he could, and it was reserved for the greater than Napoleon to cut the mountains through. Theology and philosophy have had their day; but these are progressive studies no longer; while all the other sciences are moving onwards, they stand where our *Rishis* left them. With population increasing and living becoming a source of continual struggle, it will be absurd to teach our youths to sit still and ponder. Nor will mere sentimental effusions avail when the stern logic of facts rules our surroundings. Some may wish for it, but the educated world will decline to recede. Simplicity has given place to refinement and culture, and new wants have been created with new phases of existence. Let us then by all means retain that portion of oriental learning which is worthy of finding a place in a system of liberal education; but add to this all the sciences and arts of the West, which tend to advance the cause of civilization in Europe.

7. Matthew Arnold in his able and instructive work entitled "Higher Schools and Universities in Germany" has observed (page

45) that "it is the function of the university to develop into science the knowledge a boy brings with him from the secondary school, at the same time that it directs him towards the profession in which his knowledge may most naturally be exercised." And again (page 191), "the ideal of a general liberal training is to carry us to a knowledge of ourselves and the world. We are called to this knowledge by special aptitudes which are born with us; the grand thing in teaching is to have faith that some aptitudes of this kind everyone has. This one's special aptitudes are for knowing men, the study of the humanities; that one's special aptitudes are for knowing the world, the study of nature. The circle of knowledge comprehends both, and we should all have some notion, at any rate, of the whole circle of knowledge." The learned doctor is of opinion that up to a certain standard "the beginnings of a liberal culture should be the same for both." Here we find the distinction between the respective aims and objects of the school and the university education. In the school a boy is to have all

possible opportunities of varied mental training, which will enable him to form his own special aptitude. And then, according to Dr. Arnold, "comes a bifurcation, according to the boy's aptitudes and aims. Either the study of the humanities or the study of nature is henceforth to be the predominating part of his instruction." There is thus established a connecting link between school and college education. The course for matriculation into the proposed university should be so prescribed as to test the aptitude of the student in some branch or branches

of learning, the cultivation of which will tend to *educe* the faculties of his mind, and thereby enable him to hold his position in society profitably to himself and to the world around him. While in school a boy should be given the means to enable him to bring the latent powers of his mind into a certain determinate direction, by instruction in the humanities and the real sciences being placed within his reach. To some extent a certain number of subjects must be declared obligatory on him to study before he can qualify himself for matriculation. The freedom of choice, as I shall presently state, must come afterwards, but not before. I would, therefore, strongly recommend that the standard of the entrance examination be fixed a little higher than is the case with the Calcutta University. Leaving primary instruction out of the question, the secondary course of education given in the schools of the North-West should be of such a character as to enable a boy to leave his school qualified either to enter a profession, or, if he so likes it, to enter the university with the view of advancing in the knowledge of the self or the world by means of the aptitudes already formed. The connection existing at present between a profession and the university education must be done away with as far as possible. It can be no function of a university to test the fitness of candidates to State appointments, however much the diplomas and degrees conferred by it might indirectly serve as guarantees of the candidate's educational qualifications. That may be done, and more properly and efficiently done, by special schools kept up for the purpose, where parents and guardians might invest their capital in securing to young men the instruction requisite to give them a profession in life. In the university science should be the first thing aimed at, and the idea of a profession must be subordinated to it.

11. The solution of the problem as to whether the proposed university should be merely an examining or also a teaching body is very difficult, considering the peculiar habits and prejudices of the people. A university in which

The difficulty of the proposed university being a teaching body.

it is the function of the faculties to teach the under-graduates must require its members to "reside" or at least to come under the personal influence of the professors. This system in its entirety is impracticable in India. Apart, however, from the question of caste, &c., there is a great deal more to be taken into consideration. The universities of Oxford and Cambridge are in a position to draw a large number of students by reason of the various endowments in the forms of scholarships, professorships, fellowships, and other substantial prizes and distinctions which they have the power to confer. Denude those universities of

their church patronage and lay endowments, and they will be deprived of much of the influence which they now possess, and a great deal of what makes the environment of those noble institutions will be gone. The established church of England indirectly exerts a healthy and beneficial influence on university education. The encouragement held out by the bestowal of the highest appointments in the church to the graduates of the two universities forms an important factor in advancing the intellectual and moral progress of the people. The existence of the established church is undoubtedly due, in some measure at least, to the support it gives to men of culture and learning, who reflect upon it all the intellectual activity which they are capable of. The "Holy Orders" impart a moral tone and intellectual character to the members of the university which to a superficial observer might appear to be the fruits of Christian fervour and zeal. There can be no national church of the people in India to which the State can afford its valuable aid and support. As for England, the "still wells of learning," these are not improbably "still," because they have been awed into reverence by the ponderous influence of the men who patronize learning by holding intellect under surveillance in chains of gold. Much of these observations might be applied to the political institutions of that country. The distinguished graduates of Oxford and Cambridge carry their mental and moral culture to the fields where learning is appreciated and accordingly rewarded. They have an intellectual world before them approached through the discipline of university residence and studies. All this in England has been the growth of time and the mutations which the history of human progress and civilization has undergone there. Nothing of all this can to any appreciable extent be applied to the requirements of this country. A great deal may certainly be done by endowing the State colleges at Benares and Allahabad with exhibitions, scholarships, and fellowships. Certain educationists in Europe have been anxiously endeavouring to take measures not to bring the students to receive superior instructions, but to take it to them. A wide application of this principle may be productive of results of dubious value. I would suggest the adoption of a medium path between the two, though I might thereby be confessing my inability to grasp effectually with the peculiar difficulty of the question.

12. I shall now endeavour to state my views in a more practical manner. One part, however, deserves to be noticed before I proceed.

A plea for the Benares College. I can very well imagine that there are not wanting men who will be ready to suggest that the proposed university might, following the example of the Punjab University, have an oriental and a Western side; the one to be represented in the Benares Sanskrit College, and the other in the

Muir Central College. The scheme has all the appearance of a plausible solution of the difficulty before us. But a purely oriental university will be, as I have attempted to show, an absurdity, judged from the standard of what a complete course of high education, founded on the basis of comparative knowledge, ought to embrace, as also the conditions of the intellectual and moral progress of the people. Then, again, the Muir Central College is an institution of abnormal growth, without any of that traditionary influence which comes from its own associations. Benares, as the sacred city of the Hindus, has for ages past been the seat of Brahmanical learning. It has had a college, in the Western sense of the term, in full vigour and activity long before Sir William Muir dreamt of the central college at the capital of the provincial Government. Benares is the Oxford of India in point of learning and culture; Allahabad is but the mushroom of yesterday's growth. Transfer all the teaching capacity of the Allahabad college to Benares, and with it the institution will acquire a position which its rival of Allahabad will never attain to. The population of Allahabad is an ever-floating one; in Benares people live and work and die. The present reduced condition of Benares is due to the fact that the central college has been enriched at its expense. An Oxford could not be transplanted into London; it will grow on its own soil. Without expatiating on this subject any further, I may be permitted to observe that the existence of the two State colleges, in both the oriental and English departments, is a matter of necessity, to form the component parts of the proposed university.

13. The plan I would recommend is this. The proposed university should be both a teaching and an examining body. As a teaching body it will have the two colleges at Benares and Allahabad under its direct management and control. The function of the university with respect to teaching will have to be performed by means of certain university professors and tutors. The professors must be men learned in the branch of knowledge which they profess, and qualified to teach it up to the highest recognized standard of university teaching. The tutors will hold the position which men of this class hold in the Colleges at Oxford and Cambridge. The powers of appointment and removal of these professors and tutors shall vest in the senate. The professors must be handsomely remunerated. The present system of engaging officers for the Educational Department on a salary of Rs. 500 per month, with prospective increase, will not induce able and competent men to come out to India. In my opinion, the professorships should not be worth less than a thousand rupees a month. The pay of the professors should, if possible, be fixed. The tutors may be appointed as at present and such of them as achieve distinction in

their work might be rewarded with professorships. But if in the case of a vacancy no tutor be considered fit to be promoted to the rank of a professor, the senate shall be free to appoint a stranger to the department. The idea of a departmental service, with all the evils of "stagnation" and consequent disaffection, is not consistent with the decorum and gravity attaching to the office of a professor. The instructive staff of the proposed university should be quite distinct from that kept up for the purpose of inspection. The appointment of a professor to act on an increased salary as an inspector by way of promotion is a sad waste of money and material. The field for selection need not be exclusively confined to the English universities, excepting, of course, in the case of professors of English language and literature. The services of distinguished scholars from the universities of the Continent may, I believe, be secured at less expense. All that the senate have to do is to get the best men wherever they can be had, whether from England or from Germany or India. Two of these professors will be appointed by the senate to act as the heads of the colleges at Benares and Allahabad, for the performance of which duty they shall receive an allowance in addition to their pay as professors. There should be, at least, six full professors and as many or more tutors. The university may have a professor of each of these subjects—oriental classics, English language and literature, mental and moral sciences, mathematics, physical science, and history and political economy. There will also be tutors of each of these subjects and also other supernumerary lecturers. Take physical science for instance. It is impossible to have a professor who will be thoroughly competent to teach science in all its branches. Suppose the professor can lecture on physics, chemistry, and physiology: there might be a special Lecturer for botany and zoology. The details can be arranged hereafter as occasion arises.

BENARES:

The 7th March, 1885.

Bireshwar Mitter.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 11.]

Memorandum from Mr. W. H. Wright, B.A., Professor of English, Muir Central College, Allahabad, deprecating the proposal for founding a new University for the North-Western Provinces and Oudh on the ground that all independent institutions would prefer affiliation to the Calcutta University.

III. This naturally suggests the separation of the Punjab from the Calcutta University, and the setting up in the Punjab of an independent university, in which greater attention should be paid to orientals, degrees of various kinds being given in orientals. The oriental side of this new university has proved a great failure, the students and candidates rapidly decreasing from year to year, showing that the supposed enthusiasm for an oriental revival was either temporary or fictitious. From the last Punjab education report it appears that the oriental side, as at present constituted, has become so unpopular that it will be shortly abandoned. Also in the Punjab the inconvenience of teaching students for two separate and independent courses, viz., those for the Calcutta and the Punjab Universities, has been found so great that the only alternative has been to abandon the Calcutta course altogether; so that in the Government institution in the Punjab students are now only prepared for the examination of the local university.

IV. Similar results would doubtless take place in the North-Western Provinces and Oudh on the establishment of a local university, and we must be prepared for an entire separation from the Calcutta University, so far as Government institutions are concerned. On the other hand, missionary and aided institutions will find it to be their best policy to stick to the old and popular university of Calcutta, to which system the teachers and the pupils (not to mention the parents and the people at large) are now habituated, and they will continue to teach for the Calcutta University examinations. The people of these Provinces are now well accustomed to the diplomas, etc., of Calcutta, on which they set a high and deserved value, and they will most undoubtedly prefer them to the novel diplomas &c., of a new university which would for many years carry but little prestige outside these Provinces. The result would be a rivalry far from friendly

between Government and non-Government institutions, the two parties pursuing different systems and putting in different directions, in which contest the legitimate advantages would be in favour of the non-Government institutions. The result could hardly be for long doubtful, and Government institutions would go to the wall, and with them would go the new University. This result has not taken place in the Punjab on account of the strong Government pressure that has been there exercised on behalf of the local university. All scholarships, &c., have been withdrawn from the teaching for the Calcutta University, and the aided and private establishments in the Punjab have not sufficient power to make head against the dictation of a department backed up by the support of the Local Government. The case is, however, entirely different in the North-Western Provinces and Oudh. Bengal is very near, and Bengalis swarm in many important posts and in almost every town of these Provinces. The missionary and aided institutions are more numerous and vigorous, and have quite enough vitality and diplomacy to take advantage of any false step made by the Government institutions—such as confining their teaching to suit a new, a minor, and for a long time, at any rate, a necessarily weaker and less popular university. For the above reasons thus briefly expressed I earnestly deprecate the proposed separation from the Calcutta University, which appears to me to be involved in the founding of a rival university in these Provinces.

V. In lieu thereof I am strongly in favour of making a renewed effort to obtain from the Calcutta senate the proposed syndicate, or rather syndicates, in Allahabad. For this purpose the number of fellows of the Calcutta University in these Provinces should be largely increased, so that representative members should exist for all the chief towns, institutions, or interest. The various faculties could be thus represented by those syndicates, which should from time to time meet at Allahabad on convenient occasions, and the result of their deliberations, even if not in themselves compulsory, would have almost compulsory weight with the senate of the Calcutta University, so long as their recommendations were confined to legitimate local interests.

VII. In addition to the above I may remark that the number of under-graduates now attending or likely for some years to come to attend the colleges in these Provinces is much too small to require the elaborate and costly machinery of a separate university, especially as we have near at hand the Calcutta University in excellent working order. Within certain limits also, a large and sufficient number of

candidates is necessary to ensure continuous and uniform excellence in the examination papers alone. This excellence we could not hope to preserve, especially in the higher examinations.

W. H. Wright,

The 9th March, 1885.

Professor of English Literature,
Muir Central College, Allahabad.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 12.]

95

Babu Pramoda Das Mittra, Honorary Magistrate, Benares, states that the main object of a University should be to diffuse knowledge among the masses by blending the learning of the West with the study of Sanskrit language and literature.

SIR,

The course of studies should be so framed as to suit diversities of January 30th, 1885, I have the honor to submit my views relating to an university in these Provinces as follows.

The course of studies should be so framed as to suit diversities of intellect developing, by a free scope given to the choice, different bent, and capacities of the same in different individuals, providing at the same time the highest form of instruction possible. The discipline of the intellect and the moral sentiments is to be regarded as of greater importance than the storing of the mind with facts and figures.

The course prescribed in the Calcutta University, to which the students of the North-Western Provinces and Oudh are constrained to submit, in the absence of a university of our own, is stiff and inelastic in its character, while by directing the thoughts of the juvenile mind to a great variety of subjects and preventing its concentration on congenial studies, it is ill-fitted to afford any amount of healthy discipline either to the intellect or to the morals.

The same remark applies to the Madras and Bombay Universities, while the Punjab University, founded only two years ago, can be fairly left out of account. The consequence of this is, as the Educa-

tion Commission has remarked, that, with a few brilliant exceptions, no eminent scholars are to be found in the long list of Indian university graduates.

Besides the training of the individual intellect there is another still higher object which a university in these Provinces should aim at fulfilling, viz., the diffusion of knowledge among the masses. Towards this end the ancient classical language of India should receive more liberal recognition than it has hitherto done in the older universities. The Hindi language, which is at least the main vernacular of these Provinces, cannot be the vehicle of scientific, philosophical, and historical or high literary instruction without drawing upon the resources of the Sanskrit, which is its mother, as it is that of the principal vernaculars of India. The question of the communication of knowledge exceeds in importance that of its reception, even while we regard high education only. How can high education compass its great end of national enlightenment and progress if it is not diffusive or reproductive in its character, and how can it be reproductive if it is not based upon the vernacular? Is it expected that the Indians should be converted into an English-speaking people? With all the training that the Europeans have been for so many centuries receiving in the languages of old Greece and Rome, how many Greek and Latin works can be boasted of as the production of modern scholars? It will not then be disputed that, notwithstanding exceptional cases of an extraordinary mastery of the English language on the part of a few natives of India, authorship—that chief instrument of progressive national enlightenment—cannot be generally secured by the natives in that foreign tongue. It is therefore most distinctly and emphatically to be laid down as the main principle of the university system of the upper Aryavarta that the Sanskrit language and literature, the still living source of all our noblest thoughts and aspirations, shall form the bond of union between India and England, by being united and combined with the learning of the West. The creation or extension of a vernacular literature is so intimately connected with, and so indisputably dependent upon, the cultivation of Sanskrit, that it is impossible to lay too much stress upon this principle. If the study of the classical literature of old Greece and Rome is indispensably necessary for the training of European youths, the study of old India's classical literature is doubly so for the education of the Indian. Can it be pretended by the sternest adversary of Sanskrit learning that a true knowledge of India's past—not the dates of mere battles and sieges, of which we can hardly get one; but of the real spirits of those past days of her glory—can be acquired but through the Sanskrit language and literature? Contend not that it would be impossible to teach two most difficult languages—one a foreign and the other a no-longer-spoken tongue.

How can Greek and Latin, with which all the European countries, except Greece and Italy, are much less connected than we Indians are with Sanskrit and English, be learnt by European scholars? Let the crude notions of independence more frequently tending to degenerate into a spirit of arrogance and self-conceited insubordination than to develop into a noble self-reliance which native youths imbibe from English literature be tempered with sentiments of reverence and meekness derived from Sanskrit books. Let the notions of truth and justice that they derive from the former source receive redoubled solemnity and steadiness as they are confirmed and expanded by the sacred teachings of the *Rishis*. The chief aim of the educated youth of the present day is to obtain high judicial and administrative posts in the Government service. Now, I am not one of those who deprecate such natural aspirations proceeding from conscious ability and merit, but I should certainly congratulate my countrymen with sentiments of greater joy if I should find them inspired with still higher aims: for example that of preserving and improving upon the relics of India's past glory, of diffusing the blessings of education by translations into the vernacular of standard English and Sanskrit authors, of impressing upon their less educated countrymen what is great and good in the achievements and institutions of the ancient Aryas, what is holy and divine in their teachings. But far from this, our educated countrymen count it the surest sign of enlightenment to regard with scorn whatever their ancient forefathers have done and said and written, and reject what is truly good and beautiful in all their institutions and teachings along with the incrustations which time has brought over them. The late Sir Donald McLeod, the former Lieutenant-Governor of the Punjab, and who was Magistrate of Benares for some time, whose name I cannot recall without sentiments of deep gratitude and respect, is reported to have remarked—and truly remarked that “it was a fact that those most highly trained by us had by that training been rendered almost as alien to the bulk of their countrymen as we ourselves are, and that the moral effect produced on them had not been altogether wholesome and satisfactory.”

It is a pity that the old Orientalists and Anglicists took so exclusive and partial a view of the languages they respectively advocated as the vehicle of instruction in the Government colleges and schools that a possible combination of English and Sanskrit did not strike any of the parties, and the consequence was that the Anglicists, headed by that powerfully eloquent man, Mr. Macaulay, getting the ascendancy, the study of the oriental languages, and even of the vernaculars, poor as they were, were entirely neglected. But for this utter neglect that continued till the establishment of

the universities, the colleges and schools would have turned out men really capable of doing good to their countrymen by a communication of their knowledge. Even the little knowledge of Sanskrit which students in Bengal generally acquire for passing the higher university examinations has resulted in an improved Bengali literature daily growing in extent and value.

A great deal of mathematics, pure and mixed, is compulsory in the Calcutta University course. The reason assigned is that the Hindus have been too subjectively inclined for so many centuries, and that their minds should now be directed to the pursuit of studies relating to the objective nature. I readily admit that scientific instruction is highly needful for our countrymen at a time when the nations of the West have made such wonderful advances in the knowledge of external nature as have contributed to increase the fund of human happiness so far as material prosperity can minister to the content of the soul. Nevertheless, I have always been clearly of the opinion that sufficient allowance is not made for large numbers of men who are capable of receiving an instruction of a different kind, which would render them useful to themselves as well as to their countrymen. The system of training pursued in the present Indian universities is hardly calculated to produce a Keshava Chandra Sen, a Kristo Das Pal, or a Rajendra Lal Mittra. Such men, though they may not be able to pass an examination in mensuration and logarithms—a knowledge of which is a necessary condition of even being permitted to appear in the degree examinations of Calcutta and Bombay—are superior to the brightest graduates that any of those universities have ever produced. The Hon'ble H. J. Reynolds, Vice-chancellor of the Calcutta University, at the last convocation remarked on “the marvellous harmony with which his (Keshava Chandra's) mind united some of the noblest products of Western culture with the depth and thoughtfulness of the oriental intellect.” The honourable gentlemen went on to say:—“He was an illustrious example of that culture which it is the aim and end of this university to foster by the development of the Eastern mind through the science and literature of the West.” But the course of studies prescribed for the examinations preliminary to that for the degree are, I should think, far from favouring such a result.

BENARES;

The 9th March, 1885.

Pramoda Das Mittra.

Mr. M. S. Howell, C.S., states that the object of the proposed University should be to provide people of the North-Western Provinces and Oudh with a sound education in their own languages.

THE object of the proposed university should be to provide the young men of these Provinces with a sound education in their own vernaculars.

3. There are only two vernaculars of any importance in these Provinces—Urdu and English. Some add a third, which they call Hindi; but if Hindi includes Arabic and Persian words in its vocabulary, it is a mere variety of Urdu; and if, as is sometimes asserted by its partisans, it altogether excludes such words, then, so far as my experience goes, it is a purely imaginary language, having no existence in the tongues of men, women, or children. The fact is that all the natives in these Provinces use Arabic and Persian words, the degree of admixture varying partly with the abstruseness and complexity of the subject, and partly with the race, birth-place, social position, education, and profession of the speaker. The objection of Hindus to calling their language by the Persian name (Urdu) is purely sentimental; and probably the whole controversy might be avoided by the use of some neutral term like Hindustani. But whatever a student's vernacular be, he ought to be taught and examined in it, because it is the language that he thinks in. The present practice of requiring native students to learn the higher mathematics in English is as absurd as the ancient practice of requiring English students to learn them in Latin, since disguise of the form tends to produce confusion of the substance. This subject, however, is too long to be fully developed here.

5. The university should be both a teaching and examining body. It should teach not only by giving lectures through its professors, but by regulating the course of studies at the affiliated institutions, i.e., the colleges, high schools, normal schools, and zila schools, and by advising the Government on the selection of text-books for other

official and aided schools. The principals of the colleges would be *ex-officio* fellows; many of the professors also would be fellows, being either appointed by the local Government or elected by the senate; and such of these fellows as were resident in Allahabad would be members of the syndicate. Thus the educational staff would be fully represented in the Government of the university. And the examiners, being in most if not all cases members of the senate, would have a potent voice in the regulation of the course of studies.

The 9th March, 1885.

M. S. Howell.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 14.]

Reverend J. Hewlett, Principal, London Mission College, Benares, states that the Calcutta University is over-burdened with work and suggests greater prominence to oriental classics in the proposed University for the North-Western Provinces and Oudh.

DEAR Sir,

As you have done me the honor to solicit, for the consideration of the Government, my views respecting the proposal to establish a university for the North-Western Provinces at Allahabad, I beg to submit the following statement on this important subject.

2. The question at once naturally arises—is such a university desirable? There are undoubtedly some who will reply in the negative. It will probably be contended that the universities at Calcutta and Lahore are sufficiently organized and expansive to meet all the higher educational needs of the North-Western Provinces and Oudh. Consequently it may be asked—why incur the expense of a new university? Then again, even to those who

are not prepared to concede to these objections, it will perhaps appear that the existing colleges in the North-Western Provinces and Oudh afford yet but little material for the establishment of a new university for these Provinces. But after endeavouring to give due weight to such considerations as these, which might be urged against the proposal, I am convinced that, sooner or later, a university will not only be desirable but necessary for a population of such extent and intellectual character as that of these Provinces. Moreover, the following reasons lead me to think the present time not inopportune for the undertaking:—

(a) The Calcutta University is not unlikely to be soon so overweighted with work that it will be well for a university at Allahabad partially to relieve it. The Punjab University can hardly be expected satisfactorily to meet this want, owing partly to its distance and partly to its oriental character.

(b) The peculiar educational capabilities of the North-Western Provinces and Oudh are far more likely to receive due attention from a university at Allahabad than would seem possible from the Calcutta and Punjab universities, admirably fitted though these universities are for the people of their own immediate Provinces. Plans might be advantageously devised by a university at Allahabad to draw within the sphere of its influence the great amount of Sanskrit and Arabic learning which is kept up in the indigenous schools in these Provinces, but which seems to impart little or no fitness for practical life and to render no contribution to the progressive improvement of the country. To make these indigenous oriental schools a factor in the advancing civilization of India would be a most worthy object in founding the proposed university.

(c) It is no doubt quite feasible for the intended university to be so organized that the pursuit of Western learning in these Provinces shall not only remain unchecked by separation from the Calcutta University, but also receive a powerful stimulus thereby. This desirable object could be gained partly by such a comprehensive and judicious arrangement of the subjects of study for the different examinations as to fit the candidates for all positions of public usefulness and partly by the foundation of scholarships for the encouragement of brilliant students and the support of needy ones.

(d) Such a scale of the fees to be paid by the examinees might be revised as would in time suffice to meet the current expenditure. So that, besides an outlay at first for the founding

of the university and a yearly grant for a limited period, probably no extra expense would be required from the Government in addition to that at present incurred in the encouragement of university education.

3. In my opinion, it would be well for the new university to be at first entirely or mainly an examining body. In its constitution, however, regard may be had to the future possible desirableness of so extending its sphere of action as to embrace also the teaching function. I would recommend that the colleges in the North-Western Provinces and Oudh at present affiliated to the Calcutta University be advised to seek affiliation to the North-Western Provinces University. It is desirable, according to my judgment, that the Muir Central College and the Benares College should stand in the same relation as the other affiliated colleges to the new university. An undue concentration of learning in one or two cities would probably be regarded with general disfavour. An equal encouragement to its pursuit in all the cities where there are affiliated colleges would, I believe, be much more likely to be welcome to the public and to meet the higher educational wants of these Provinces.

4. It is of the first importance for the welfare of these Provinces that English learning should not suffer within their limits by the separation from the Calcutta University. So that whatever plans be adopted for the encouragement of oriental learning, the greatest care should be taken to maintain at least as high an English standard as that established and found so successful at the Calcutta University. Every possible endeavour should also be made, not merely to prevent a smaller number of young men of these Provinces from graduating in English than now do at the Calcutta University, but also to greatly increase their number.

But I would urge that the university be made worthy of its name by the adoption of means to guide the oriental as well as the English learning in these Provinces. Yet little good would be done, in my opinion, by the establishment of a purely oriental department. Without a combination of the modern critical methods with the Arabic and Sanskrit literatures an oriental department would, I believe, prove a dead weight to the university and a hindrance to the intellectual and moral working of the people. Nor do I see how there can be a combination of those methods with Sanskrit and Arabic literature without a study of English. It would therefore be,

according to my judgment, a most serious and far-reaching mistake not to make English compulsory in the oriental department. But while I give my voice against a purely oriental department, I would strongly advocate the establishment of two independent departments—one in which English is the staple language as in the Calcutta University, and one in which an oriental language is the staple one, but in which English also is compulsory. A paramount object in the anglo-oriental department should be to bring about such developments of the Urdu and Hindi languages as will make them fitting and easy vehicles for the conveyance of modern European thought to the masses of the people. But I would recommend that the degrees of B.A., M.A., and the like be reserved for those who graduate in the English department, and that other degrees, such as a Bachelor and Master of oriental literature, be conferred upon those who graduate in the anglo-oriental department.

LONDON MISSION COLLEGE, BENARES;
The 10th March, 1885.

John Hewlett,
Principal.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 15.]

Reverend S. Allnutt, M.A., Principal, St. Stephen's College (Cambridge Mission), Delhi, discusses the relation of the Departments of Oriental and Western learning to each other in the proposed University for the North-Western Provinces and Oudh.

DEAR Sir,

Your letter of 5th February has been lying on my table waiting as well as expecting the attention it so well demands, but which I regret that I have been hitherto unable to bestow upon it.

As my experience in India is wholly limited to the Punjab, you will, I trust, pardon me if I confine my answer to your queries to such points only as my very limited experience enables me to give any opinion upon.

On this point I venture to express very strongly the opinion that the time has not yet come for trying another experiment in education on the lines of the Punjab University. The work of the latter remains an experiment so far, and we do not seem to have the data for determining whether it is likely to prove a success or not. You are doubtless aware that of late (especially since the return of Dr. Leitner from England) complaints have been made to the effect that the senate have been guilty of perverting and diverting the funds of the university from their true destination, and, in short, that the university is not what it was designed to be. There can be no doubt that many of the original donors are dissatisfied. But the fact is that the senate have done nothing more than attempt to reduce to order and system the perfect chaos of regulations which were the legacy of the Lahore University College to the university. The regulations now enforced are said to be objectionable to the donors. But at any rate, the difficulty of reconciling a system of sound education, whether Eastern or Western, with the demands and expectations of native donors seems to be proved by our experience to be very great. As long as there was no system and the registrar could do what he chose, so long subscriptions flowed in. As soon as method, order, and system prevailed, there is a stoppage of funds—so much so that we are at present barely able to pay our way, and are now compelled to curtail work in all directions.

I infer, then, as one result of our experience that no university founded on the principles of the Punjab University will succeed unless it is mainly independent of casual fluctuating sources of income. The Punjab University is largely dependent on annual subscriptions and donations; and its action is therefore practically subject to the same kind of difficulties which advocates of the "voluntary system" in England are familiar with.

I have dwelt on this because I presume that any intention to found an oriental university for the North-West would proceed on the principle of enlisting native support in its foundation; such support to be worth having ought, in view of our experience in the Punjab to be directed to the creation of endowments, and cannot be relied on as a permanent source of income.

Turning from this minor point to the question of the nature of the education which should be given, I cannot help thinking that without adopting the Punjab University idea of imparting Western science through oriental mediums, there is still a great opening for a university which should occupy a position midway between the almost exclusive anglicanism of Calcutta and the prevailing orientalism of

the Punjab. The experiment of the latter is, as I have said, only as yet on its trial. There are at present scarcely any decent text-books in vernacular, and students are almost entirely dependent on oral instruction, such as they get at the Lahore Oriental College. In the Punjab there was doubtless ample room for the trial of such an experiment. English education and western science have made but little way here, and a well-matured scheme for imparting science through the medium of Eastern languages might have been expected to meet the needs of the people. As a matter of fact, however, the part of the oriental department of our university which is really popular and so far successful is that which aims at cultivating and perpetuating the old system of learning and science (not only literary, but scientific), such as the Vaid and Yunani systems of medicine, Jyotish, &c. There are very few who go up for the oriental degrees, while large numbers go in for all the multifarious subjects of examination for which minor degrees are offered.

It would seem to me that in all probability the current of popular opinion in the North-Western Provinces has set in so strongly in favour of Western learning and science that any attempt to perpetuate and develop these ancient systems of science would, even if desirable in itself, be doomed to failure. Nor do I think the proposal to impart our science through vernacular mediums would meet with much favour in your Provinces. On the other hand, there is every reason to believe that a large section of the people would highly approve of a university system which accorded more prominence to oriental languages than is allowed at Calcutta, where a classical language is not compulsory, even for the entrance examination.

My opinion, therefore, is that if a university is founded at Allahabad, its principles should to a certain extent take the form of a compromise between those of the Calcutta and those of the Punjab Universities. While English must, it would seem, necessarily form an indispensable element of the B.A. degree, it would also seem highly desirable to encourage the higher study of Sanskrit, Arabic, and Persian by making it possible to graduate in one or more of these languages, in addition to English. I am not prepared to advocate that high proficiency in oriental language should be made a *sine qua non* for a B.A. degree (I take this as being the degree the character and conditions of which it is most important to define clearly). This has been done in the Punjab University, and it was almost necessary that it should be so. But it seems to me that the true idea of what a B.A. standard should be makes it most undesirable that three quite distinct subjects—such as English, an oriental language, and some other

such as natural science or philosophy—should be taken up. I venture to send with this a memorandum* I drew up on this subject when the Bill for incorporating the university was under consideration. In that, it is true, I have advocated three subjects as the best means between over-specialization and tropical (*sic*) extension of the course. I knew that it was useless to contend for less (as a matter of fact four was decided on as the limit ultimately), and experience has since then led me to the opinion that two well-arranged branches of study are ample enough for the ordinary student in the B.A. course.

It may no doubt be urged that there is such a reaction against oriental study that it must be made compulsory if it is to be maintained at all for the B.A. Such a plea seems to me however, to carry with it its own condemnation. At an earlier stage it may be fairly urged; but if a B.A. course means anything, it must proceed on the hypothesis that a student is capable of choosing his own line and settling what kind of supplementary course or courses he wishes to study. I do not believe that the dislike to oriental study is so great as is often maintained, and a great deal more might be done, it seems to me, to make the study more intelligent and rational than it now is, and so in the long run more attractive to those who really want to get a sound education.

With regard to the question of the form and status which a university for the North-Western Provinces should assume, I cannot help thinking that something more than the work of a mere examining body ought to appertain to any new creation of the sort. Not that its functions need be so multifarious as those of our university here. But if a university is to exercise real and vital influence on the education of a province, it seems to be almost essential that it should have freer scope given to it than the work of examining can possibly afford. The university of London is apparently finding the need of a broader basis on which to conduct its operations and proposals are being made for converting it into a teaching as well as an examining body. It might be well, I would suggest, to refer to some member of that body for a full statement of the experience which has led to this proposed extension of the work of that body. Here in India it is difficult to see how without such an extension a university can ever be planted so as to have roots firmly fastened in the sympathies and co-operative energies of the nation. Anything less calculated to appeal to or evoke national or local enthusiasm than the Calcutta University it is perhaps hard to imagine. A university ought to have great educational powers and influence quite apart from its examining

*Not printed.

functions, and yet it cannot have such unless it has a field given it for the exercise of them.

I fear these suggestions are too vague to be of much service, but

*See note in Papers such as they are I gladly offer them as a proof of attached by Rev. the interest I take in the proposal.
S. Allnutt.

Once more apologizing for the delay in replying to your letter.

CAMBRIDGE MISSION, DELHI,
The 15th March, 1885.

I have, &c.,
S. Allnutt.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 16.]

99

Mr. J. Nesfield, Inspector of Schools, Oudh, favours creation of a separate University for the North-Western Provinces and Oudh.

THE following are some of the grounds which make me think so (viz., that an independent institution is desirable), though even these have been but very hastily considered, and are not supposed to represent all that might be urged:—

(1) The natives themselves want a provincial university, and are now agitating for it in the vernacular press.

(2) Calcutta never can be popular with up-country natives, and never has been.

(3) A local university will lead the heads of departments and officers to give more encouragement to university men. Up till now they have scarcely given any encouragement at all.

(4) It will call forth native liberality, as it has done and is doing in the case of the Punjab.

(5) It can be made the means of putting the middle class examinations on a much better footing than they are at present.

(6) It will repress the perpetual influx of students from the lower provinces, by which the upper provinces have been ruined; students from Bengal will cease to migrate into the up-country

* [Not available in the Proceedings]

colleges when they find that the latter do not prepare for the examinations of their own university.

(7) The bifurcation of studies in high schools will not be necessary if the necessary modifications in the English part of the Entrance and First Arts courses are made as they can be in a local university.

(8) Better encouragement can be given to the study of the oriental classical languages—Sanskrit, Persian and Arabic.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 18.]

100

Dr. G. Thibaut, Principal, Benares College, suggests for giving greater prominence to the study of the classical languages and literatures of India in the proposed University for the North-Western Provinces and Oudh, than is allowed to it by the Calcutta University.

SIR,

In venturing to offer a few remarks on the proposal to establish a university for the North-Western Provinces and Oudh, I wish to state at the outset that I do not intend to touch on all the points to which your letter of the 29th January and your memorandum of the 9th February refer, but shall confine myself to the point mentioned in the second paragraph of your letter, where you say that "a main object of such a university would be a careful adjustment of the course of study and educational principles to the actual needs and circumstances and to the spirit and, in a certain degree, to the literary traditions of the people of these Provinces". This point seems to me much the most important one. That a special university for our Provinces would be a good thing, if we can manage to establish one, is, I think, almost universally conceded. And the details of organization also would, I suppose, admit of being settled without much difficulty. But the question whether the contemplated university is to be a mere reproduction of the Calcutta University on a smaller scale, or is to follow new lines to a certain extent at least, is likely to divide opinions, and is therefore deserving of closer consideration.

The view which I am going to set forth and advocate in the following remarks is that a new university specially established for our Provinces might, with advantage, assign to the study of the classical languages and literatures of India a more prominent position in the scheme of higher education than is allowed to it by the Calcutta University.

I do not mean thereby that the new university should encourage purely oriental learning in the way the Lahore University does. Not, indeed, that I am ready to share the apprehensions of those who seem to think that the fact of a university giving oriental degrees would greatly retard the intellectual progress of the nation. Such apprehensions appear to me to base on a very imperfect appreciation of the circumstances. An oriental degree is not something which, by its own attractions, has the power of inducing young men to abandon the pursuit of Western knowledge and to return to the study of the oriental classics. If oriental degrees are given, they will occasionally be taken by those who, owing to the influence of the surroundings in which they have grown up and with a view to ulterior advantages of various kinds, have from their early youth devoted themselves to the indigenous learning, and would have devoted themselves to it even if they had never heard of a university conferring oriental degrees. But it is certainly not in the power of any university in this country effectively to stem the inrush of Western ideas; nor has anybody been able to show that the Lahore University has done so or is doing so. Yet, as remarked above, I am of the decided opinion that a new university should have nothing to do with purely oriental learning. Admirable and thorough as the scholarship of pandits and maulvies doubtless is, it ought not to be placed on a level with scholarship basing on the best thought of modern Europe. The business of universities everywhere is to impart and recognize the best and truest knowledge of the age, and with regard to what is best and truest no compromise is possible. In modern Europe there still survives a kind of learning which in general spirit is closely akin to the learning of the pandits and maulvies; I mean the learning of the Jewish Divines, the so-called Rabbinical learning. Especially in the eastern countries of Europe—Austria, Poland, Russia &c., there still exists a numerous class of scholars who are deeply read in all Jewish lore, the Talmud, the Haggada, &c., but who are almost entirely untouched by the modern culture of Europe. Now, however great the special scholarship of one of these Jewish Divines may be, none of the great European universities would think of conferring a degree on him; for although the special study of the Hebrew language and literature is fully recognized by these universities, it is so only on the condition of being joined to a general modern education. It

would be irrelevant to enquire whether the learning of the pandits or maulvies is not perhaps of higher value than the learning of the Rabbins; for our purpose the analogy is striking enough, as we have in both cases a kind of priestly erudition of an essentially unprogressive character which has remained stationary for many centuries, and refuses to amalgamate any of the results of modern thought and research.

I take it, then, for granted that the new university is not to foster pure oriental learning of the old type, but that the study of oriental languages and literatures which it may encourage is to be carried on in subordination to a general course of studies aiming at imparting to the students a culture based on the best thought and learning of the West. These two points appear to call for separate consideration. We have to ask ourselves, in the first place, whether the classical languages and literatures of India have really valid claims to be included in the scheme of higher education, and in the second place whether these claims—if they can be shown to exist—are not sufficiently regarded in the scheme of studies which at present guides the higher education in these Provinces, viz., the scheme of studies laid down by the Calcutta University.

It is sometimes maintained by the advocates of the claims of the classical languages that Sanskrit on the one hand and Arabic and Persian on the other hand are to the Hindu and the Indian Musalman what Greek and Latin are to the modern European, and are on that account entitled to hold, in any scheme of higher Indian education, a place analogous to that which the consensus of all the European nations has assigned to the European classical languages in the schemes of European high education. This argument is, however, far from being a convincing one; for the analogy between the two cases is by no means perfect. What, must we ask, are the grounds on which the study of Latin and Greek continues to hold so important a place in the higher education of all countries falling within the sphere of Western culture? In the first place, it is generally admitted that the study of the two classical languages of Europe (*qua languages*) affords in itself an excellent training to the youthful mind, the grammar of the two languages being at the same time richer and more subject to strict logical law than the grammars of most of the forms of modern speech, and thus giving ampler opportunity for the strengthening of memory as well as the reasoning power. In the second place, many of the works of the classical authors are of the highest intrinsic excellence, centres of intellectual and moral force and models of literary form. In the third place, the roots of a very great part of what is valuable in modern culture have to be looked for in Greece and Rome. Modern literature (in the narrower sense

of the word) has been and is being extensively influenced by the writings of the ancients; modern philosophy is more or less a continuation of Greek philosophy; a great part of modern science and mathematics rests on foundations laid by the Greeks; the law of most European countries has fashioned itself on Roman law, and Greek as well as Roman history continue to furnish the student of political life with inexhaustible material. Modern Europe has indeed advanced far beyond the ancients in all the departments of life and thought which I have shortly touched upon; but wherever we look for the origins our eyes are directed towards Latium and Greece. Hence the undying interest which the literature of the classical nations has for the European, and hence the validity of the claims set up for its position in higher education.

Things lie very differently in the case of the so-called classical languages of India, and their claims on a prominent place in the higher education of Indian youths have to be viewed in a very different light. Looking at first at these languages (*qua languages*) we must, indeed, admit that as means of training the mind they are of the same or certainly nearly the same value as the classical languages of Europe; a student who has gone through a thorough course of Sanskrit or Arabic grammar will no doubt emerge from that training with his mental faculties considerably schooled and sharpened. Further, most men competent to judge in matters of this kind will admit that the classical literatures of India contain certain elements which are of absolute value as means of higher intellectual, moral, and aesthetic culture. Sanskrit literature, for instance, is by no means devoid of works of high excellence, able to exercise an elevating and purifying influence, on thought and life. Many parts of the earlier epic poems breathe a noble heroic spirit, and are, moreover, composed in language of beautiful purity and simplicity; some dramas and kavyas belonging to a later period are models of finished elegance. Philosophical as well as poetical writings abound in precepts of sound and refined morality: and if the European is not able to approve of the Vedanta system as a whole he will, at any rate, concede that it contains glimpses of spiritual truth, and that its uncompromisingly anti-materialistic tendency renders it not unfit to be employed as a corrective of certain tendencies of thought prevailing rather widely at the present time. This plea for the intrinsic value of the classical literature of India might easily be extended. But even if we are ready to make the fullest admissions on that point, we can after all not hide from ourselves the fact that, there being taken a broad comparative view of the absolute value of the European classical literatures on the one side and the Indian classical literatures on the other side, the superiority of the former is great and striking. This

is a point which I do not consider it necessary to prove; no European, at any rate, will require such a proof. If we attempt to realize in thought the ideal of culture which an educated Hindu of the future may possess, we must admit that it will owe very much less to the old learning and literature of his own country than the culture of the modern European owes to Greece and Rome. The best elements of future Hindu thought will neither be taken directly from the indigenous literature, nor will they be derived from it by progressive evolution as so much of the culture of modern Europe is derived from the culture of Greece. They will be elements of Western origin, going back to the culture of modern Europe and, part of them, mediately to the culture of the classical nations of Europe. If it should be otherwise, the Hindu culture of the future would simply be culture of an inferior type.

Well, but if this is true, on what ground can you raise the claim, that the oriental literatures should occupy an important place in higher Indian education? If it is admitted that these literatures are not only greatly inferior to the literatures of modern Europe, but cannot even claim a place analogous to that which the classical literatures of Europe, on account of their historical position as well as their intrinsic value, hold in the estimation of the modern European; would it, then, not be better to discard the study of Sanskrit, &c., as much as possible and to rely, for the intellectual advancement of young men of this country, entirely on the literature of the West, English literature, in the first place, and, if you like, even classical European literature to a certain extent? Why should Kalidasa be read at all if there is no doubt that he is greatly inferior to Shakespeare as well as Sophocles? and why should the study of English philosophers be not supplemented by the study of Aristotle rather than of Sankara? Questions of this nature are not imaginary; they have been asked not only by Europeans, but also by not a few among the advanced natives. I will attempt shortly to answer them in what follows.

I have said above that, in addition to the mere formal training which is afforded by the study of the classical languages of India, the classical literatures contain certain elements of intrinsic value on account of which they may claim to be regarded in the scheme of higher education.

I now add that in the interest of true education these elements ought to be made more of and turned to better account than hitherto; not only because they are valuable in themselves, but also because they are national, and from that circumstances derive an enormous

additional power. We are all aware of the fact that the national associations continue everywhere to be most powerful agents for good as well as evil. There may be a future in store for humanity when the cultivated portion of any nation will allow itself to be guided in its preferences as to reading and studies by mere considerations of absolute excellence without any regard to nationality and language; but that future, if it ever will come, is certainly far distant yet, and at present the majority of educated men everywhere are influenced most strongly by what is not only good in itself, but is in addition endeared to their hearts by national and patriotic associations. It may be difficult to account for this fact on reasonable grounds; that is a task on which I do not feel myself obliged to enter here; it is sufficient to state that it is a recognized fact, and a fact which is taken into full account in the schemes of education in all civilized countries. To give instances would be superfluous.

This generally recognized fact seems, however, not to have been sufficiently regarded in the framing of the present scheme of higher Indian education, which is in fact altogether too European or rather too English to have the full cultivating influence which we might wish to exercise. I am not concerned here with that part of our higher education which consists in the teaching of mathematics, physical science, &c. These branches of knowledge have nothing whatever to do with nationality, and physical science, at any rate, was entirely unknown to the India of the past. There the teaching cannot but be entirely European. But on the humanity side, comprising literature, philosophy, history, &c., I think we have hitherto been somewhat one-sided, and have not sufficiently considered that much of what has the power of impressing the minds and hearts of Englishmen loses a great part of its efficacy when addressing itself to natives of this country. We, indeed, meet sometimes with students who are able to appreciate English poetry for instance very fairly; but to the majority of our college classes a considerable part of what they have at present to read in that line remains more or less devoid of meaning, at any rate of higher meaning. There are a thousand obstacles in the way of their being influenced by English poetry in the same way as Englishmen are; they are not sufficiently familiar with the details of English life and customs; they are unable to enter into the European feeling on certain relations of life; they have no sympathy with the religious under-current of many works, &c. The consequence is that they do not really enjoy what they read, and that it leaves no permanent impression upon their minds. Everybody connected with higher education will have noticed that out of the many students who pass out B.A. and M.A. examinations, and who generally possess a very respectable outside acquaintance with English

literature, only very few continue their study of English literature in later life; a sure sign that what they have been made to learn has not impressed them very deeply. The best products of Sanskrit poetical literature, on the other hand, they are able to assimilate completely, to derive from them all the good which can be derived, and so to carry away from their school and college time salutary influences lasting for their whole life. Considering this, it is a pity to see how little is attempted in that way. Take for instance the episode of Nal and Damayanti from the Mahabharat—a pearl of poetry—worthy of being compared with the best parts of the great epic poems of Europe, and in addition appealing to the heart of every Hindu as presenting to him noble figures from his own country's heroic past and as being the work of a poet of his own race and creed; and yet how few are there among the students of our English colleges who have been made to read and appreciate it! Let Shakespeare and Milton be read by all means, but let us try to find at the same time some more room for the best poetry of the country. Similar remarks have to be made concerning the philosophical writings of the Hindus, whose absolute value was shortly adverted to above. The Vedanta may be looked upon with comparative indifference by the European to whom it is no more than a remarkable form of idealistic philosophy which has sprung up independently from the current of European speculation; but to the Hindu it is surely more than that. To him it is the highest outcome of the thought of the race from which he has sprung, and hence whatever is noble and elevating in it will appeal to his heart and mind with double force. Considering that it is so difficult to create new influences for the good, it appears a pity that influences of that nature which already exist should not be turned to the very best account.

Nor must we forget to note, in connexion with this question, that the term "the classical literature of India" may easily give rise to misconceptions. We may, indeed, speak of the classical languages of India; that term properly denotes the relation in which Sanskrit, Arabic, and Persian stand to the modern Indian languages. But with regard to literature, we must remember that a modern literature deserving of that name has never existed in this country. To the Musalman Persian and Arabic literature is all in all; and so is Sanskrit literature to the Hindu. To exclude them from these literatures would be like excluding an Englishman not only from Greek and Roman literature, but from the entire English literature in addition.

This leads me on to some further considerations which appear to render it desirable that our students should be rendered familiar with the so-called classical languages and literatures. It is patent

that in spite of the great progress which English education has made in this country during recent years, these literatures or, at any rate, the mental tendencies which gave rise to them, continue to exercise a powerful influence on the intellectual and social life of the country at large. The advocate of thorough progress may demand that Sanskrit literature, &c., should be disregarded entirely, but the fact is that as yet it does not allow itself to be disregarded. At some future period, when European civilization and culture will have established themselves through all the length and breadth of the land, it may be a matter of less importance whether educated Hindus are well acquainted with the thoughts, beliefs, and institutions of their forefathers of the time before the conquest of India by the English. But at the present time, when modern ideas have after all only just begun to attack the dense mass of erroneous notions, social prejudices, antiquated practices, &c., which for so many centuries have retarded the progress of the Indian people, it surely appears desirable that men of education, whom we expect not only to be enlightened themselves, but also to propagate enlightenment, should be fully acquainted with the intellectual condition of the nation at large; a thing which of course cannot be accomplished without a careful study of the historical antecedents of which that condition is the result. We not unfrequently hear the complaint made that our system of higher education has produced a class of men of whom it can indeed not be denied that they have enlightened minds and have dropped all national prejudices and practices with astonishing celerity, but who on that very account are altogether out of sympathy with the vast remainder of the nation, and thus have lost a good deal of their power of themselves furthering the spread of enlightenment. Complaints of this nature are, it must be admitted, sometimes made in a somewhat unreasonable spirit; we must not forget that the suddenness with which modern ideas all at once streamed into a country which had, during so long a period, remained in a state of unprogressive torpor, almost unavoidably led to a kind of mental break or jerk in the case of all those who surrendered themselves unreservedly to the new influences. But yet it might now be time to consider whether it would not be possible to introduce into the culture of the highly educated an element tending to harmonize it somewhat more with the local surroundings, and thus to render it fitter to act in the cause of general progress.

Nor does a thorough study of the indigenous literature appear desirable only for the purpose of facilitating the more general diffusion of true enlightenment. It would, I think, serve also the purpose of strengthening the hold of enlightenment on the minds

of the highly educated themselves. In the present transitional state of things in this country, I cannot consider a Hindu truly educated if he has not fought out to some extent in his own mind the battle between the old and the new culture, and has deliberately inclined towards the side of the latter. To enable him to do so, a mere English education is altogether insufficient; for it leaves its owner in the dark as to how much or how little the thought of his Hindu forefathers had effected. A not unfrequent attitude of mind, in the case of Hindus who have gone through a purely English education, is that while they fully acknowledge and are fairly able to judge of the advantages of European knowledge, there still remains lurking in their minds a more or less definite belief or suspicion that after all the wisdom of their own Indian ancestors was something greatly superior to the specious and useful, but rather shallow, learning of Europe. An interesting illustration of this mental tendency is furnished by the undeniable success which the wild lucubrations of the so-called Theosophists about the superiority of the deep mysterious wisdom of ancient India over the superficial materialistic knowledge of the Western nations have had even among well-educated natives. It is certainly somewhat disappointing to find that a man who had been made acquainted with the best thought of modern Europe, and who for some time appeared to have risen superior to all national prejudices all at once declares that to his thinking there is something deeper and more spiritual in the practices of the Yogin than in all the teaching of the thinkers and writers of Europe. Sudden relapses of this kind are the signs of an imperfect culture which has not been able to take a firm hold on the mind, because it had omitted to overcome at the outset certain deeply engrained tendencies hostile to its operation.

So far I have maintained that the classical languages and literatures of India ought to be turned to better account than hitherto in higher education; because they are efficient means of culture. Their claims may, however, be urged from another point of view also, which, although rather special, yet appears worthy of being set forth shortly. It can certainly not be asserted that our present system of higher education, however much it may have done for general enlightenment and progress, has produced many scholars of eminence in particular lines of study. The absence of such appears to me to be partly due to the circumstance; but our scheme of studies gives decided prominence to studies in which it is impossible for a Hindu, at the present time at any rate, to attain great distinction. What is, after all, the English scholarship of even our best men who have taken the M.A. degree in English literature compared with the learning of an Englishman who has made the

scientific study of his own language and literature his special subject? Do we expect or wish Hindus to edit old English texts, or to write historical grammars of the English language, or to try emendations of corrupted passages in Shakespeare, or to compose essays on Shelley and Keats? I suppose not; but that means that we consider them unfit to do any higher kind of work in that very line of knowledge which we have specially induced them to take up. If, on the other hand, we rather directed their attention to the fields of oriental learning, and pointed out to them the vast amount of useful and creditable work which might be done there by a man of general education, whether he be Hindu or European, we should open to them an, if not easy at least practicable road to literary distinction. At present the idea generally prevailing among the students of our English colleges is that a pandit, indeed, may attempt to distinguish himself as a Sanskrit scholar, but that an M.A. (unless he be a mathematician or physical science man) must stick to English, and there try his best; that best amounting as a rule to the composition of one more entirely uncalled-for English grammar or a collection of choice English idioms containing not more than about one bad mistake on each page. If the same men had been so educated as to apply themselves instead to literary work connected with oriental literature, they might have done really useful work, might possibly even have risen to eminence. In other parts of India, specially the Bombay Presidency, there are at present to be found quite a number of distinguished, some of them highly distinguished, Sanskritists of the modern type, whose literary work is not only appreciated by specialists in this country and Europe, but also greatly promotes the cause of higher education in India. Where is the corresponding class of men in the North-Western Provinces and Oudh? We may have more learned pandits than are to be found in other Provinces; but who will doubt that as English education progresses, there is room in addition to the pandits for Sanskritists of a different kind, men familiar with European thought and learning, and able to take a critical view of the language and literature of their country?

I now turn to the second of the two questions which, as pointed out above, arise from the discussion of the position which the classical languages ought to hold in higher Indian education. Granted that on account of the reasons set forth they have well-founded claims to a prominent position, are not those claims sufficiently regarded in the scheme of studies of the Calcutta University? And if any changes in that line are called for, could those changes not be effected even under the Calcutta University system? To answer

these questions I must enter into a few details about the present condition of classical teaching in our English schools and colleges, preparing students for the examinations of the Calcutta University. In the first place the Calcutta University does not require candidates for the entrance examination to take up any classical language; Hindi or Urdu or Bengali are subjects which may be chosen in the place of Sanskrit, Arabic, &c., while in the case of those who do take up a classical language the degree of proficiency required is very low, much too low considering the average age of the entrance candidates. For the F. A. examination a classical language is compulsory; but as it is only one of six compulsory subjects, and as in the examination less importance is attached to it than either to English or mathematics, comparatively little time is devoted to it by the students. For the B.A. examination the classical language has ceased to be a compulsory subject, in the case of those students as well who take up the literary (A) course as of those who read science and mathematics (B course). Students reading the A course may take up a classical language if they like, or may read instead history or mathematics. Moreover, the course of classical reading fixed for the B.A. examination is very limited and one-sided. The Sanskrit pass course comprises merely a part of the Kiratarjuniya, a *kavya* distinguished by nothing more than the extreme artificiality of its style, and part of the Kadambari, a prose work of exactly the same description. It might be imagined that the Sanskrit Honor course (for the B.A. examination) would provide for a somewhat wider and more varied reading; but no; it adds to the pass course merely some more books of the Kiratarjuniya and some more chapters of the Kadambari. No attempt is made to render the student acquainted with any part of the *thought* of ancient India. The M.A. course finally allows, in addition to many *kavyas*, a modicum of philosophy and Veda. To criticize it here in detail would serve no practical purpose, as by the time when our students have taken the B.A. degree they seem to be so thoroughly disgusted with Sanskrit that they never attempt to continue its study up to the M.A. examination.

That a thorough and effective study of the classical languages and literature—such as I have spoken of in the earlier part of this memorandum—is not to be thought of in our schools and colleges as long as the present scheme remains in force stands, I think, in need of no further proof.

I am, however, far from laying the entire blame of the present low state of classical learning in our colleges and schools on the scheme of studies fixed by the Calcutta University. A great part of

the fault lies with the present methods of teaching and with the fact of the majority of the teaching staff not being well adapted to our wants. On this point I must make a few remarks before I proceed shortly to indicate what lines a new scheme of higher education ought, in my opinion, to follow.

At present the teachers of Sanskrit (to which classical language I will, for simplicity's sake, confine my remarks) are almost without exception pandits, i.e., men who have not received any English education, and who, in consequence of the peculiar training through which they themselves have passed, are far from being good teachers of Sanskrit even. A young pandit when beginning to learn Sanskrit at first commits to memory a dictionary of synonymous Sanskrit words, and a set of highly enigmatical grammatical aphorisms the meaning of which he at the outset is not expected to understand. Gradually only he acquires the art of construing from these aphorisms the true grammatical forms of the Sanskrit language, at the best a tedious and irksome process. Composition and translation he practises very little—in most cases not at all. He then reads a few kavyas, and after that passes on to the study of some special Sastra or several Sastras which interest him on account of their contents, but do not help him much to accomplish himself in the Sanskrit language. Some pandits, of course, who possess good natural endowments, and carry on their study for a very long time, attain in the end a sufficient mastery of the language so as to write and speak it correctly and fluently. But men of that kind form the exception rather than the rule, and nothing is more common than to meet a pandit who is quite ready and able to discuss abstruse questions of higher grammar and philosophy, and yet is greatly embarrassed when requested to translate a single Hindi sentence into idiomatic Sanskrit. And even pandits of the better type referred to above hardly make good teachers of Sanskrit in English schools or colleges. In the latter, Sanskrit ought to be taught exactly in the same way as Latin and Greek are taught in English schools. The boys ought to acquire, as soon as possible, a thorough knowledge of the grammar and ought to practise composition and translation from the very beginning. Strict accuracy in everything ought to be the first rule, so that the study of the language might contribute its full share towards the training of the mental faculties. But all this cannot be expected from ordinary pandits who, when they are not allowed to teach Sanskrit on the same method on which they themselves have learned it, teach it without any method. That their pupils by and by pick up a sufficient amount of Sanskrit to pass the examinations of the Calcutta University proves perhaps something against the university, but nothing else.

Advancing from the more elementary teaching of Sanskrit to the higher teaching in the upper college classes, we find things in an equally or even more unsatisfactory state. If Sanskrit is to form an item in higher education of a fundamentally modern character (and I am of course all along reasoning on that assumption), it is necessary that the teachers of Sanskrit themselves should be men not standing entirely apart from modern culture. A pandit who acts as professor of Sanskrit in a college department may be ever so learned and able, still his pupils will not consider his teaching as having an importance equal to that of the other professors (native or European) who have had an English education. They know that a great part of the pandit's ideas is hopelessly behind the age, and they on that account think less of whatever he thinks and teaches. If, under some new scheme, a more prominent place is assigned to the study of the classics, pandits may, indeed, be most usefully employed to teach certain books even in the English colleges; but they will have to act under the superintendence of a professor who, if not himself a European, has, at any rate, had a thorough English education, and is fully the equal of the other men on the college staff. Then it may be expected that the study of Sanskrit will become an organic member of our scheme of higher education; in its present state I should rather call it a paralysed remainder of a past condition of things.

It remains for me to sketch very succinctly the lines of study which, in my opinion, a new university for these Provinces might lay down. I have all along argued for an extension of classical studies in our colleges and schools. I do not, however, mean that all our students should be made to extend their reading in that line. Of course every educated native could not but be greatly benefited by a thorough knowledge of the classical literatures; but if great thoroughness in one line of study were expected from all students, thoroughness in other lines would suffer. Full allowance ought to be made for those whose inclinations and special gifts point in the direction of the study of mathematics, physical science, &c. Hence the present arrangement of an A and B course should not only be preserved, but even extended. All students, indeed, wishing to go in for a college career should study a classical language to a certain extent, i.e., up to the Entrance Examination. If they began the study of the classical language four or five years before the Entrance examination—as well they might—they would learn so much of it as every educated native without exception ought to know; they would have the advantage of the formal mental training which the study of classical languages affords, and they would have the opportunity of becoming acquainted with some of the masterpieces of classical literature, written in an easier style.

But immediately after the Entrance examination (not as now after the F.A. examination) a bifurcation of studies should begin, so as to allow the students to acquire a more thorough knowledge of some special subjects than is possible under the present system. Four subjects in each course—instead of the present six—would be sufficient I think. The B course should comprise English, mathematics, physical science, and logic (or history), the classical language being left out. The A course, on the other hand, might leave out mathematics, and limit itself to English, classical language, logic (or history), and elements of physical science. The latter subject ought not to be omitted entirely in any course; on the other hand, we may safely declare that the amount of mathematics which forms part of our present Entrance course is quite sufficient for men who do not intend to devote themselves specially to mathematics and science. Not more indeed or rather less is demanded from an Oxford student, who intends to devote himself to the study of the humanities. The reduction of the number of subjects would of course allow of the remaining subjects being studied more thoroughly. So the classical language in the A Course. Composition in that language should be practised much more extensively than now, and the text-books should be read more intelligently. In the B.A. course, the A as well as B course might comprise on the whole the same subjects as now. English, physical science, and mathematics would constitute the B course; English, the classical language (compulsory, not optional as at present), and philosophy (or history) the A course. Possibly the range of option might be extended; but these are details I do not wish to discuss now. The classical reading should comprise (if I limit myself to Sanskrit) not only literature in the narrower sense of the word, but also philosophy, which ought to be taught with continual reference to European philosophy. The classical course should comprise, moreover, the history of Sanskrit literature and (perhaps) the outlines of comparative philology. The M.A. course calls for no special remarks. All the present lines of study would of course be represented. Only it is to be hoped and expected that when the previous training in the classical languages will be more thorough and intelligent so as to rouse the students' interest in the subject, there will be more than now willing to carry their classical studies to that length and depth of which the M.A. degree is the reward.

BENARES;
The 3rd June, 1885.

I have, &c.,
G. Thibaut,
Principal, Benares College.

[Home-Edn A Progs, November 1886, No. 19, Enclosure 19.]

101

Mr. R. T. H. Griffith, M. A., late Director of Public Instruction, North-Western Provinces and Oudh, points out certain disadvantages which the people of the North-Western Provinces and Oudh suffer in their connection with the Calcutta University and favours establishment of a new University for those Provinces.

MY Dear White.

I return the university papers. I am of opinion that these Provinces should have a university of their own.

Calcutta is overburdened with work and is too far away, almost beyond the reach of North-Western Provinces' influence. Moreover the Calcutta course of study does not quite suit the students of these Provinces.

The establishment of a teaching university is quite impracticable at present. We must be content with an examining and directing board.

We should follow generally the line on which the Presidency universities have been constituted. More encouragement should be given to oriental classics in combination with English, and more importance should be attached to English composition.

The Benares Sanskrit College system of examinations and diplomas should be adopted by the university and extended, and a similar system should be introduced for students who wish to be examined in Arabic and Persian without English.

The constitution of the body corporate of the university should be on a liberal basis. All principals of colleges, without distinction of Government and aided or independent, should be members of the senate.

I would not have a faculty of education, and the establishment of a fine arts faculty would involve the creation of a school of art, for which no funds are likely to be forthcoming.

Roorkee College should be affiliated with the consent of the authorities, and its degrees conferred by the university council.

No endowments should be transferred from colleges to the university.

The university should confer the law diplomas, and the examinations in this faculty should be conducted under its direction.

The establishment of the university should cost very little. The examination fees should cover the examiners' remuneration, stationery, &c., and Rs. 300 or Rs. 400 a month should be sufficient for a registrar's pay.

NAINI TAL;
The 12th June, 1885.

R. T. H. Griffith.

[Home-Edn A Frogs, November 1886, No. 19, Enclosure 20.]

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Mr. E. White, Director of Public Instruction, North-Western Provinces and Oudh, submits proposals for the establishment of an independent teaching University for those Provinces.

IT may be assumed that few young men will devote important years of their lives to a university course unless it leads to a career. It is very questionable whether it would be an advantage were it otherwise, and whether any system which gives a gratuitous high education to youths without offering them a special career is adapted to the welfare of a nation. If after being educated at the cost of the State, a graduate finds himself with no better prospects than his contemporary who began to earn his livelihood as a clerk four years earlier, there must be some defect in the arrangements from which this results. During the four years the clerk has earned his own livelihood and that of his family, while the student has not only earned nothing, but has cost the State a considerable sum for tuition. Surely, then, if at the end of the four years the graduate is not a more valuable member of the commonwealth than the clerk, the expenditure on his education has been to little purpose, and the loss to society is represented by the expenditure on the

graduate's education plus the loss of his services. If, therefore, we attract young men into a prolonged university course, we can only justify our action by showing that the immediate loss involved is compensated by the value of the educated youth. Why, then, should the Government of these provinces expend the money so much required for the improvement of the administration and the extension of railways and canals in the production of University graduates? What are we educating our young men for?

2. I am not aware that any definite answer to this question has been given; but to me there appears only one answer to it. The practical object which the Government has in view in stimulating higher education is the same as that which has influenced the Prussian Government in a similar policy, viz., to secure a constant succession of highly educated men for Government service. The Prussian Government (and I believe, the Governments of the other German States also) requires all professional men to pass through a university training; to be therefore men not only capable of work in their own profession, but highly educated men. It has recognized that a liberal education is a necessary preliminary to the efficient exercise of a special profession. The enormous number of students at the German universities is due mainly to the fact that the university affords the only entrance to the professions and higher Government service.

3. The standard of work required from Government servants has risen, methods have become more complex, greater nicety of perception is required, and above all greater accuracy. In all the higher departments, Legislative Acts and judicial and departmental rulings have to be put in force, to the comprehension of which not only is a trained intellect required, but an intellect trained in European thought. Circumstances have rendered it necessary to employ native agency more and more, while it is an essential condition that the Government should be carried on according to methods and principles derived from Western experience. The natives employed must be trained into sympathy with European ideals and standards to enable them to comprehend and appreciate the aims of the British Government. The only way in which the two conditions of employment of native agency in the higher posts of Government service and the maintenance of a European standard of public work can be combined, is that above indicated; we must require a high educational standard from all candidates for Government service.

4. Three instances of mistaken method have occurred recently from the imperfect recognition of this fact: the one is found in

the attempt made to initiate local self-government; the second in the attempts which have been made to educate the masses in these provinces; and the third in the appointment of statutory civilians. The men available at present for membership of our district boards are, as a rule, ignorant and devoid of any real sympathy with European methods and ideals. To abandon local arrangements to these men would be to revert to the chaos of a former age: to induce them to carry on local business according to the requirements of European standards is to make self-government a mockery. This attempt to pour the new wine of Europe into the old skins of Asia cannot but result in disaster. To make self-government a reality, one of two things is necessary; either we must abandon the standards up to which we have attempted to work, and allow the people to fall into what we consider to be local confusion and administrative inefficiency, but which would perhaps satisfy them as well as our better system; or we must train the sons of the native gentry into an appreciation of our own higher standards and ideals, and thus fit them for the local business we now desire to deliver into their hands. The latter course is to my mind the only one compatible with our own national dignity.

5. The error in our educational policy has been precisely parallel; we have attempted to educate the people, but omitted first to prepare the tools required for our purpose; we have attempted to introduce education to the masses through men both official and non-official, who in their hearts believe our attempts ill-advised. Before we can attain our object we require the co-operation of an army of zealous workers, official and non-official, such as those to whom during the last 15 years is due the extraordinary progress of education in England. We must, in short, first educate our instruments up to European standards.

6. A third instance is the appointment as statutory civilians of young men whose education has not reached the academic standard. A chief reason of the failure of appointments must be sought in the attempt to perform European work with the Asiatic tools, an attempt parallel to that of trying to turn out a chronometer with the tools of an Indian sonar. A university education carried on to the degree should be an indispensable preliminary qualification for these appointments.

7. Thus an essential condition to the success of our Government in its attempt to utilize native agency in the higher departments of the service, in its local self-government schemes and in its educational policy, is the presence of a body of men educated in European standards and European thought.

8. Now, there is but one way of securing a constant succession of highly educated men such as we now require: as a rule the higher offices under Government should be reserved for graduates of our universities, for no lower standard than that implied by the degree can be held as sufficient to ensure such an acquaintance with European thought and standards as may be reasonably hoped to have affected the student's character and mode of thought.* The standard of education required from officials would extend to the native gentry, and within another generation we should find that every man of position would give his son a university education and the officials and upper classes in these provinces would rank in point of education with those of Europe.

9. A few remarks are perhaps required to meet the objection made against our graduates, that they are not really more efficient officers than their predecessors. If this were so, the expenditure incurred on high education would be unjustifiable; but the weight of evidence is all on the other side. I have recently been in a position to bear testimony to the superiority of our graduates from very varied sources, but I need here only quote that of two gentlemen, that of Sir H. Ramsay, late Commissioner of Kumaun, and Mr. B. Colvin, late Member of the Board of Revenue, North-Western Provinces, two of our oldest and most experienced officials. They expressed themselves in strong terms to me of the superior efficiency of the graduate over the old stamp of official. My own experience and inquiries have left no doubt in my mind as to the intellectual and moral superiority of these men, and under a more highly developed system of collegiate education this would become more patent still. If under a system similar to that inaugurated in England by the University of London we obtain such results, what might we not expect from a genuine university education such as is now given in the reformed universities of Oxford and Cambridge?

10. If these views are accepted in substance, the relation of the Government to university education will rest on an intelligible basis: the Government will look to the colleges to produce a succession of young men with a liberal education according to the standard of Europe, who will be prepared to enter intelligently upon the technical studies required for their special professions.

11. No evidence is needed to show that there is no private body in these Provinces to whom the guidance of higher education can

*In Holland there is no examination for the civil service; men are appointed to the higher as well as lower branches from among the best men of the universities. Lord Reay at the Conference on Education on 6th August, 1884, spoke in the highest terms of the Government service in Holland and the working of this system of nomination.

be entrusted. We have no alternative but to follow the lead of the Prussian Government in making the *guidance* of higher education a part of the duty of Government, the extent to which it can work by grants-in-aid being of course a mere matter of detail; the university course must be determined by Government, either directly or through officials to whom it delegates its authority. It must determine this course with reference to the intellectual and moral training it requires from its higher officials, and it cannot therefore accept the decision of the syndicate of a university situated at Calcutta as finally determining the conditions of high education. The colleges will become preparatory training schools for professional men, and the course suitable for our young men and future officials is not necessarily that adapted to young Bengalis. Thus the considerations here adduced lead me to recognize the necessity for the Government of these Provinces to determine the course of higher education. This can, however, be done effectually only if we found a local university.

12. I may sum up the preceding paragraphs as follows: Few men will give a university education to their sons unless it leads to a professional career, and it is therefore a condition to the success of a university that it shall do this. Moreover, unless the Government is prepared to recognize the superiority of the university man, it is not justified in expending public money on university education, and the practical recognition of this superiority is preference in the distribution of State patronage. Thus not only is any general extension of high education impossible, unless it is an avenue to special advancement, but Government is not justified in expending public money upon high education unless it acknowledges this. Now circumstances have rendered it a condition to the successful government of this country according to European methods and standards that natives of these Provinces, well educated in European knowledge, shall be procurable for employment in the higher branches of the administration. Government must therefore take measures for the training of such men, and this can be done most efficiently by the founding of a local university. Thus the time has now come when one of the essential conditions of a successful university are fulfilled; we must have highly trained native officials, and consequently must offer to university graduates that special career which alone will attract students, and which alone will justify the expenditure of public money on university education.

13. But there are other weighty reasons for founding a local university. It is advisable on general grounds that the people of this province should be allowed to develop their system of higher

education in concert with their local Government independently of the institution in Bengal. What direction this separate development will take we cannot say; but that it will differ from that of Bengal is certain from the different character of our people. It is desirable to found a separate institution on the general ground that variety of culture is desirable. In such a comparatively homogeneous country as England there have always been two universities, each independently determining the character of its *alumni*, and recently the number has increased. It is significant that on the annexation of Strasburg, the German Empire did not proceed to affiliate the colleges of the new province to the older German universities—one of its very first acts was the founding of a new university. Surely, then, such centres of intellectual life as Benares, Lucknow, and Agra, should be allowed, in concert with the Provincial Government, to influence the development of higher education among our people.

14. The above considerations appear to me sufficient to dispose of the question of the desirability of a university for these Provinces; and there is no need of entering into a criticism of the defects of the Calcutta University to show its unsuitability to our main purpose—the higher education of our future professional men. We have now to consider whether we have in these Provinces, or can have, a body of men fit to form the council of higher education, without whose assistance it would be vain for the Government to undertake to found a university with any prospect of success. Calcutta should undoubtedly have an advantage over these Provinces in being better able to gather into a senate a body of educated Europeans fitted to guide the higher education of the people. If, however, the great practical importance of high education were definitely recognized in the manner I advocate, it would be seen that the post of a professor in a Government college was one which should be held only by men of distinguished ability, each a specialist in his own branch of knowledge. It would be seen that the main guidance for higher education must be sought from these men, and the professorial appointments would then presumably be made with reference to the high functions the nominees would be required to perform. First and foremost at the head of the Muir College we could have none but a man who, by his high character and intellect and the extent of his attainments, would command the respect of every educated man, and give a tone to the university council which would pass downwards with far-reaching effect to every school boy in the country. Other colleges would take their standard from Allahabad, and we should in a few years find in these Provinces a body of principals and professors who, together

with leading officials, graduates, and private scholars, would form a university council which would command as much respect as does the senate of the Calcutta University.

15. But if the time has not yet come for us to stand forth independently of the Calcutta institution, when will it? When shall we have better material to form the nucleus of a council than we have now, or might have if the appointments to the Education Department were made judiciously? There is no prospect of an increase in the essential element of our council, the educated European professional men. The probability—nay, the certainty—that our successors will be of higher culture than ourselves is no valid reason for deferring the movement, for at what precise point in the progress of improvement are they to be considered sufficiently cultured to undertake the guidance of high education? The professional men of these Provinces apparently possess much the same degree of culture as their brethren of Calcutta, and to await until some undefined standard is reached would be to await a period which, like the horizon, is always beyond us. Again, to await the time when the professors in our colleges become fitted for the higher university functions, would be to defer indefinitely their improvement, for that will assuredly be brought about most speedily by the foundation of a university such as I contemplate.

16. Here I may notice the objection that the degrees of a provincial university will command no respect. As a new institution it would, like every other new institution, have to earn its own title to respect. Why the standard should not be maintained equal to that of Calcutta, I do not know; and in that case the difference between the two degrees would be a difference only in the eyes of the ignorant. But I have assumed, as a preliminary condition to the further extension of high education through the university, that the Government should require every professional man to bear the stamp of the provincial university, and such a definite recognition would be all sufficient to give the degree a very high value in the eyes of the people of these Provinces, with whom alone we are concerned. Whether or not a graduate of the University of Allahabad would throughout the world be recognized as entitled to the same respect as a graduate of Oxford or Berlin is at present a merely speculative question, which would be solved in course of time by the number of distinguished graduates produced, and the respect commanded by the university staff. It may, however, be remarked that the ordinary university graduate receives, and indeed is entitled to, but very little respect for his degree, which is recognized as merely proving that he has completed a youth's education: to fail to take the degree after

going through a college course leading up to it, is a proof of idleness or stupidity; and to take it, no mark of special merit.

17. It appears to me, then, that not only is it desirable to found a university for these Provinces, but that the time has now come when steps should be taken to realize it. There is one condition, however, to its success, upon which I have laid stress at the beginning of this note; the Government of these Provinces must declare a university course in the colleges under its influence to be a preliminary qualification for professional employment; it must do what was long ago done by the Prussian Government, and which has probably contributed very much to bring about the predominance of Germany in Europe.

18. Starting, then, with the recognition that the practical object of Government in furthering higher education is to obtain a succession of highly educated men, fitted by a preliminary intellectual and moral training for employment in the higher departments of Government service and in the professions; starting with this, we shall not find it difficult to show that a mere examining body, such as the Calcutta University, is not adapted to our purpose. The Calcutta institution was founded on the lines of the university of London, a university lately described by Sir George Young as a "university without a single teacher, without a single student." The university of Calcutta sets certain text-books for its examinations, appoints examiners, and confers degrees, and there practically its functions end. It does indeed require its under-graduates to study in an affiliated institution; but as far as I can learn this is now a mere formality, for every school which undertakes to teach the course for the degree is affiliated without any special inquiry on the part of the university authorities. We have in these Provinces a number of institutions denominated colleges and teaching students, which are, from an educational point of view, on a par with an academy preparing youths for the competitive examination: mere "cramming" institutions, in which the sole endeavour is to pass the pupils. Affiliation to the university of Calcutta is a mere form, and there appears no reason why it should not follow the course of its model, the university of London, and, dropping the formality, stand forth, as the latter has now done, as a purely examining body which is not in the least concerned with the mode in which its under-graduates collect the information it undertakes to test.

19. We require that not only shall the accuracy of the knowledge of our students be tested from time to time by examinations, but that they shall go through a course of education and moral training, a leading element of which should be the society of European

gentlemen of high character and culture. I hold it to be one of the most important elements in the education of our young men, that they should be removed from the atmosphere of the zenana into the bracing air of college life. There is a vigorous intellectual life developed in a society of young men under the guidance of zealous and able professors, which no one who has experienced will under-value. There is a stimulus to activity of intellect which can be but rarely enjoyed by the solitary student, and which is, perhaps, one of the chief justifications for college life. The actual preparation for an examination can be made probably as effectually under a private tutor as at a college; but there is wanting in such an education an element which is not to be over-valued—that derived from intercourse with persons engaged in the same pursuit, with whom the student may discuss and dispute every subject studied until it becomes a part of his intellectual nature. These and other elements necessary for complete education can be only found in communities of students and professors; and looking to the exclusiveness of the caste system, the barriers placed between man and man by religious differences, they are more required here than in Europe. Yet this essential condition to the higher education of our people is ignored by the present system maintained by the Calcutta University.

20. A condition, therefore, to the attainment of a degree should be residence in a high class college and attendance on the lectures of approved professors. If, then, the ground were unencumbered with the fabrics of existing colleges, the best course would be to make the university co-extensive with a single college; we could thus obtain a staff of professors such as has never been collected in one Indian college. The numbers of the students and professors would give a corporate power to the university such as it will take long to acquire if they remain scattered over many colleges, for each of which they are insufficient. Each degree could then be given not merely on the result of an examination, but as the final stamp of the university on a college career every stage of which had been under the eyes of the professors who granted the degree. Such a college and university would in a few years leave a stronger mark on education than any college at present existing in this country. It would, moreover, speedily become the centre of intellectual life of these Provinces, and an *alma mater* to which every professional man might look back with affection and reverence, to which from time to time he would delight to return, and upon which he would perhaps bestow part of that wealth which it had trained him to accumulate. If all our colleges were collected into one teaching university, we should possess an institution which

would command respect in the educational world, and eventually become one of its great universities. The time might come for other universities to arise by its side, for the progress of education in these Provinces might be so rapid under the policy I advocate, that not one but several universities would be required.

21. There are, however, special difficulties in the way of carrying out such a scheme. We have apparently no alternative but to accept Allahabad as the seat of such a university, and Allahabad is hardly a suitable place for it. It will be very difficult to ignore the claims of the colleges at Lucknow, Agra, Aligarh, and Benares, for all these would be extinguished by such a proceeding. If the only entry into professional life was through the University of Allahabad, hardly a student would be found to enter their classrooms, and they would be reduced to the functions of high schools—functions which they might perform most admirably, better than they now do those of colleges. Any course, however, which would have this result would involve the opposition of influential bodies: the existing professors would have to be provided for, and few of them would be fitted for professorships in the Allahabad University. Though I would on general grounds advocate the foundation of such a university, I do not think it would be expedient to weight ourselves with the opposition it would arouse. We must recognize our existing colleges and endeavour to incorporate them into one teaching university.

22. I have laid stress on the point that as a preliminary condition of the university degree a student should live in close and prolonged intercourse with European professors of high culture and character, in order that he may learn not merely the common places of the advanced thought of Europe, but become imbued with the spirit of European culture and a high sense of duty; for this can be learnt best from human intercourse and perhaps it cannot be learnt otherwise. This condition is more important than the absorption of the amount of learning required by the university examinations. Thus, every one of our colleges would be required to maintain a very high standard in its professional staff in order to justify its incorporation in the university. I do not think there is, then, any possibility of our recognizing any colleges besides those of Agra, Aligarh, Lucknow, Benares, and Allahabad, and the grounds upon which I would have advocated the foundation of a single university co-extensive with its college, would deter me from recommending any further extension in the number of colleges: all the meagre institutions now called colleges should devote themselves to their proper function, that performed by the high schools or *gymnasia* of Germany.

23. The practical problem, then, is to combine these five colleges into a teaching university. In the first place, I would for the present confine our university to the faculty of arts. Whether the theological faculty will ever be developed, we cannot say. Law and medicine are special studies which must be taken up by our students after their general education has been completed, and at present we are not engaged in the question of technical training, but with that preliminary education which I have assumed to be its necessary preliminary. These faculties must be eventually combined in our university as they are in the great universities of Europe, and not until they are so combined will the term *universitas studiorum* be properly applicable to our institution. For the present, however, they need not be considered.

24. The ideal degree for our purpose would be, I think, obtained upon conditions such as those laid down by Professor Morley in his sketch of the projected teaching university for London, which was read at the Education Conference on the 4th of August, 1884. The student would study under approved professors, and his progress would be checked by periodical examinations, oral as well as written, and by the personal knowledge of him gained by the professors during close intercourse. The first condition, then, would be that every college professor should receive the certificate of approval from the university council—approval which would make him the *ordinary* professor of a given subject at a college. The periods for which the student must study under the professor of each subject required for the degree would be fixed by the university council, but so arranged that an ordinary student could obtain his degree by the time he had completed his 21st year. This college course would be marked off by annual examinations under the college authorities, and the student would be retained in the lower stage of instruction for such period as the college authorities thought proper unless he satisfied the professors of his fitness for promotion. The annual examination papers would be submitted to the approval of the university council together with the model answers, and the university council would be at liberty to substitute or add others, provided that they bore upon the course through which the professor had taken his students during the previous terms. Finally, the syllabus of the course through which the professor proposes to carry his students during *each* term, with the *general* syllabus he proposes for the complete course, would be laid before the council for approval. A final examination of the students of each college in the syllabus thus approved would be conducted under the university, and the degree conferred on the result of this examination modified by explanations from the college professors.

25. The university would thus determine the course for the degree only within wide limits: it would determine, for example, the subject of philosophy, but leave each professor to treat the subject in his own way, to dwell if he prefers on the systems of Plato and Aristotle, on that of Descartes and Spinoza, &c., or on later developments of Europe or earlier ones of Asia; but in every case he would be required to lay before the university council the syllabus of his course in order to insure the maintenance of the standard. It would be competent to the university council to withdraw its license, but not to prescribe to a professor *how* he is to teach his own subject. Such a system as this would leave each college to develop its own speciality, and the professors, at liberty to teach according to their own convictions, would be stimulated to originality, and freed once for all from the dead grinding of university text-books which now prevails.

26. The degree thus obtained would be the lowest which should entitle a youth to rank as an educated man, and would be the preliminary qualification for all professional employment beyond that of a clerk or teacher in a middle school. It would be equivalent to the degree of Bachelor of Arts.

27. A proportion of our young men with a taste for learning would be encouraged to continue their study for two years longer to qualify for the masterships of high schools. They would be required to study under professors especially recognized by the university as qualified to teach up to the *master's* standard, and would obtain the degree under similar conditions.

28. Finally, Professor Morley's suggestion regarding the degree of Doctor appears admirable. The B.A. degree would indicate a *fair* knowledge of the subjects which make up the university course; the M.A. degree would indicate a *good* knowledge of these same subjects; but the Doctor's degree should be the recognition of an *exhaustive* knowledge of *one* subject only, for no man can now have the complete knowledge of more than one subject which is implied by the title of Doctor. From among these *Doctors* would be appointed our future professors, and an endeavour should be made to provide fellowships for them in all colleges.

29. The previous sketch implies that the principals and professors of the five branches of the university will be members of the university council: if they are fit for the responsible positions in which they will be placed, they must be accepted as fit for the functions of the university councillors. In the universities of Europe the councils, I believe, consist exclusively of the professors and principals; but here I do not think that it would be advisable to allow

such a close body to govern the university: there is at present an almost complete absence of an educated public able to exercise the frank criticism which every such body must be subjected to, if it is to maintain a high standard of work and act in a liberal spirit. Moreover, it will probably be a long time before we have a professoriate fitted to govern the university alone. It will be necessary, therefore, to supplement this body possessing the technical knowledge, by the appointment of members not employed in education, but who from their position may be assumed to have passed through a liberal education, to have a knowledge of the people of these Provinces, and of the education required for the higher administrative and judicial offices. The following officers then should be *ex-officio* members of the council: the Chief Justice and Puisne Judges of the High Court; the Members of the Board of Revenue; the Commissioners of Benares, Allahabad, Agra, Meerut, and Lucknow; the Judicial Commissioner of Oudh; the Secretaries to Government, and the Director of Public Instruction. In addition to these, scholarly and experienced public servants would be appointed from a consideration of their personal qualifications. If our high schools were placed on a fitting basis, as gymnasia educating youths for the university, the leading head-masters would also be members, and some scholarly men might be found among the missionary bodies, and distinguished members of the bar would also be available for nomination. From among the educated natives we should have, in addition to the university professors, such men as Saiyid Ahmad Khan, Babu Pramada Das, &c., and eventually all who took the Doctor's degree. From among these latter we must look for the future leading members of the university council. The Lieutenant-Governor of these Provinces would be *ex-officio* president (or chancellor) of the council, but the vice-president might perhaps be elected for a term of years by the council, or be, as would appear advisable from considerations to follow, the principal of the Muir College.

30. The university council would thus consist of the—

University professoriate;

Certain officers of Government, *ex-officio*;

Members nominated by Government.

The nominations would be made ordinarily on the recommendation of the university council.

31. Since the council would be required to administer public money derived from an annual Government grant, and since, as we have seen, the *practical object* for which this grant is to be made is

the higher education of possible Government officials, the Government must be allowed to veto on all resolutions of the council, and all its proceedings would therefore be submitted for its approval. Probably, however, with a council constituted as above and placed under certain conditions as the constitution of a *quorum*, no instance would occur calling for the exercise of this power.

32. The main functions of the council are implied in the above sketch. (1) It would determine the subjects to be studied for degree, the period for which the student would be required to study, and the preliminary qualifications to be required from students;* (2) examine, modify, or sanction the syllabus of each university professor and the periodical examination papers to be set by the professor on his previous course of lectures; (3) determine the final examination papers for the degrees with reference to each professor's course, and appoint examiners and fix the fees; (4) sanction the appointment of the university professors in each of its five branches; (5) confer degrees in an annual assembly or convocation; (6) administer all funds and endowments placed at its disposal; and (7) exercise a general control over each of its colleges which would extend even to declaring any one of them not fit to be a branch of the university. The management and income of the present departmental middle examinations might also be made over to the council. Eventually, it would be found advisable to transfer to the council the nomination to all professorships.

33. Obviously, such a body as the council could only exercise these complex functions by the appointment of sub-committees, whose proceedings and resolutions would be laid before it for approval. These would be the board of finance and the board of studies, the members of which would be nominated by the council. It would be advisable to require the members of these several boards to meet to form one *general* executive sub-committee, which would act as the syndicate of the Calcutta University senate, and become the governing body, in all ordinary matters. The principals and professors would of course be the leading members of the boards of studies; but it would, I think, at first be very important to add an active lay element, and to require most of their resolutions to take the form of motions to be brought before the Syndicate. It would thus be the duty of the Syndicate to harmonize the interests of the several boards of studies, and give the necessary unity to their aims.

*The test of qualification for studentship required by the Calcutta University is termed the entrance examination. The equivalent for this examination should be the leaving examination of the high school, the *Abiturienten Examen* of the German system. The test should point rather to *completion* of the high school course than to qualification for *entrance* to college.

34. I am inclined to think, with reference to the important functions which would thus devolve upon the Syndicate, and to the fact that it would necessarily sit at Allahabad for the transaction of all ordinary business, that the principal of the Muir College should be *ex-officio* Vice-Chancellor. This, however, would be possible only if we could ensure the appointment to the office of a man whose character, attainments, and administrative capacity would command the respect of the whole council. If the principal of the Muir College were thus appointed Vice-Chancellor, one of the professors of the College would be appointed registrar until such time as the increased duties required the appointment of a special officer. Otherwise the principal of the Muir College would be *ex-officio* registrar.

35. The above is the merest outline of a scheme, but it will probably be sufficient to initiate definite discussion on the constitution of the future university. It would be premature to enter into further details until the general lines upon which we are to work are determined.

36. Before closing this note there are two points to which reference is required, (1) the present professorial staff of the five colleges, and (2) the immediate expenditure involved in the scheme.

37. The scheme assumes that each of the colleges is provided with a staff of professors fit to exercise the functions of university professors and sufficient in number to teach the full university course. Neither of these assumptions is, however, true. Before, therefore, the proposed university can become a reality, the staff of professors must be improved; and until each college raises its staff to a standard which must in the first instance be approved by Government, it cannot become a member of the university corporation. But the influx of students into the colleges within the two years following the declaration of such a policy as that I have advocated in the beginning of this paper would produce a considerable fee income. The stimulus given to high education would probably induce wealthy gentlemen to come forward to endow university chairs in the several colleges, and thus the required standard would be speedily reached. If we fix a standard to which the staff of each college must be raised before it can be incorporated in the university, I think the experience derived from the Aligarh, Agra, and Canning colleges justifies a sanguine hope that required means will be forthcoming, always provided the policy I have assumed as the foundation of my proposals is declared.

38. Government must itself make the first movement by raising the Allahabad college to the full university standard. This will be

the standard up to which all the other colleges will be required to work. Unless we do this we shall found our university on too low a platform from which it will take long to rise. I am not prepared to say *definitely* what the staff required will be, and give the following merely as a rough estimate which may require development as the scheme expands.

39. The first condition to success I consider to be the appointment as principal of a gentleman fitted to take the position of vice-chancellor of the university. Such a man should be attracted to the post by a high salary and a position of great dignity and independence. A man of the stamp of Mr. Oscar Browning, Senior Fellow and Lecturer of King's College, Cambridge, is required, one whom we can trust to give the tone to and guide the future culture of the *elite* of the youth of these Provinces. I hardly think we could obtain the man we require unless his salary in course of time reaches that of the Director of Public Instruction, viz., Rs. 2,000 a month. If the university is founded on the proposed lines and the principal of the Muir College made *ex-officio* vice-chancellor, it would be expedient to raise the salary still higher in order to attract a picked man from one of the English universities. *The appointment should be made, relatively to the English universities, what a High Court Judgeship is to the English bar—a prize in the profession.*

40. If, however, we assume the principal to be allowed Rs. 1,200 rising in 10 years to Rs. 2,000, there would be no *present* increase in his pay, as the former principal drew Rs. 1,250, and might in course of time have drawn Rs. 1,500. The following subjects would be indispensably required for the university course: Science, Philosophy, Mathematics, English, History, Sanskrit, Arabic. Each of these should be represented by a special professor, and as the number of students increases, a sub-division of the subject science will be required. Each of the professors must be an authority in his own subject, upon whose guidance the syndicate could rely. No mere university graduates will suffice to fill the professorial chairs of the university; each must be selected with reference to his eminence in a special subject; he must, in short, be a man to whom the title of Doctor as above defined could be given. Even in English we need a specialist, one who has made a special study of the English language and literature under the light of modern philology, and not one who has merely gone through an ordinary literary training. We require men to lecture in the subjects of their predilection, who will through life continue to pursue them, and thus maintain that continual freshness and appreciation of the position of a learner which it has been justly said can be maintained

only by one who is a learner himself. Men who laid aside their books and ceased to be students when they took their degrees, will not suffice for the work required from professors in such a university as I have sketched above.

41. Those of the present professors who are not duly qualified might be usefully employed in the inspecting branch of this department.

42. Each European university professor would be paid the present graded salary, beginning, however, at Rs. 600, rising by annual increments of Rs. 50 to Rs. 1,500. I would not recommend the appointment of native professors for any subjects except Sanskrit and Arabic. The salary of the native professors should bear the same ratio to the salary of the European professors as does that of a statutory civilian to that of a covenanted civilian.

43. Some explanation is required regarding the proposal to found a chair of history. I consider the study of history properly conducted to be a most important condition to the education of the youth of these Provinces. A course is required which would give them not only a knowledge of the past, but which would train them in the historical method. It would be no small end attained if we could bring home to the educated people of these Provinces the *reality of history*, and remedy that great defect of the Indian thinkers, their indifference to the stream of progress, which now threatens to sweep them away.

44. The staff, as above detailed, would then involve the addition of two European professors to the college, one of whom—the professor of philosophy—will have to be appointed whether the university is founded or not.

45. It would also be expedient to appoint as assistant to each European professor a native graduate distinguished in his special subject. His duty would be to give assistance in the detailed work of teaching, and to carry on the duties of the professor, in case the latter should be incapacitated from work. Each assistant would be in training for an eventual professorship in one of the smaller branches of the university, or for an acting appointment during the absence of a professor on leave. The pay of these assistant professors might be Rs. 150 rising to Rs. 250.

46. The following, then, would be the full establishment required:—

	Rs.		Rs.
Principal	1,000[1,200]	rising to	2,000
Professor of Science	600	"	1,500
Assistant "	150	"	250
Professor of Philosophy	600	"	1,500
Assistant "	150	"	250
Professor of English	600	"	1,500
Assistant "	150	"	250
Professor of Mathematics	600	"	1,500
Assistant "	150	"	250
Professor of History	600	"	1,500
Assistant "	150	"	250
Professor of Sanskrit	350	"	950
Assistant "	80	"	150
Professor of Arabic and Persian	350	"	950
Assistant " "	80	"	150
TOTAL	5,810		12,950

47. The present professorial establishment cost Rs. 4,460 taking the salary of the principal at Rs. 1,250. If the professors were all drawing their full graded pay, the monthly salary bill might amount to Rs. 5,810. Thus a considerable extra expenditure would be eventually required to bring up the staff to the required standard.

48. If, however, the *present* staff were strengthened by the addition of two professors—viz., of philosophy and history—of the qualifications above indicated, it would be sufficient at first: these with the present sanctioned staff would be able to undertake the duties of university professors. The *immediate* increase would therefore be only Rs. 1,200 a month. But the influx of students would soon render the assistant professors indispensable.

49. I would defer discussion of the position which we should give to the Government college at Benares. Some extra grants would probably be required for the three aided colleges.

E. White,

The 1st September, 1885.

Director of Public Instruction,
North-Western Provinces and Oudh.

Director of Public Instruction, North-Western Provinces and Oudh, submits his observations along with the opinions of persons consulted on the proposal for a separate University for those Provinces.

FROM E. White, Esquire, Director of Public Instruction, North-Western Provinces and Oudh, to the Chief Secretary to the Government of the North-Western Provinces and Oudh, dated Camp Mainpuri, the 14th December 1885.

I have the honour to forward, for the consideration of His Honour the Lieutenant-Governor, my proposal regarding the establishment of a teaching university for the North-Western Provinces and Oudh, and other papers discussing the subject.

Mr. J. C. Nesfield, M.A., Inspector of Schools.
Mr. K. Deighton, B.A., Inspector of Schools.
Mr. R. A. Lloyd, B.A., Inspector of Schools.
(No reply received).
Mr. E. T. Constable, M.A., Inspector of Schools.
Mr. M. S. Howell, C.S.
Mr. A. Thomson, Principal, Agra College.
Maulvi Sayyid Ahmed, Khan Bahadur, C.S.I., Aligarh.
Raja Siva Prasad.
Babu Bireshwar Mitter.
Babu Pramada Das.
Rev. Ahnutt, Cambridge Mission, Delhi.
Honourable Sayid Mahmud, Ofg. Judge, High Court, North-Western Provinces.
(No reply received).
Mr. S. A. Hill, B.Sc., Professor of Physical Science, Muir College.
Mr. W. N. Boutflower, B.A., Professor of Mathematics, Muir College.
Deputy Surgeon General Walker, M.A., M.D., Inspector General of Civil Hospitals.
Mr. W. H. Wright, B.A., Professor of English Litt., Muir College.
Mr. Augustus S. Harrison, Principal, Muir College (No reply received).
Mr. R. Griffith, M.A., C.I.E., late Director, Public Instruction, North-Western Provinces.
Mr. Growse, C.S.
Mr. Bennett, C.S. (No reply received).
Mr. La Touch, C.S.

2. The Government of India, in letter No. 323D, Home Department (Education), to this Government, expressed its willingness to consider the question of establishing a separate university for these provinces. This was forwarded to me in a demi-official communication, and I was instructed to collect competent opinion on the subject. With a view, therefore, to initiate a discussion, I forwarded to the gentlemen named on the margin the documents numbered 2 and 3 in the printed collection.⁹⁷

The replies received are, with one or two exceptions, printed in the annexed collection.⁹⁸

3. As the opening of the Muir College by the Viceroy had to be indefinitely deferred, no steps were taken to bring up the subject in March 1885, as was originally proposed, and the matter remained under discussion during the hot weather.

4. I have given in my note the reasons which induce me to think that it is desirable to found an independent university for these provinces. Mr. Deighton, whose opinion in this matter is worthy of special attention from his long connection with the Calcutta University as an examiner and as head of an affiliated college, advocates the establishment of a university on the ground that we require in the midst of us some visible presence embodying a university, an *objective* nearer at hand than the Calcutta Institution. Professor Hill considers the people of these provinces must always be under a relative disadvantage during their connection with Calcutta, because, even if fellows are appointed, they cannot attend the Senate. The Reverend J. Hewlett, Principal of the London Mission College, is of opinion that the Calcutta University is overburdened with work, and that an institution suited to these provinces should give greater prominence to oriental classics. Mr. Griffith, late Director of Public Instruction, North-Western Provinces, expresses an opinion substantially to the same effect. Others dwell on the unsuitable character of the curriculum laid down by the Calcutta Senate. On the other hand, Mr. Constable, Inspector of Schools, opposes the project, because he considers we have not the class of men suited to form a senate. Mr. Thomson, Principal, Agra College, is unable to see in what way a secession from Calcutta would be favourable to the cause of education. Professor Wright considers that a university for these provinces would have little prestige, and that it would fail because all independent institutions would prefer affiliation to the Calcutta institution.

5. The notes received do not show so much a desire for secession from Calcutta as a desire for modification in the university course or in the system of conducting the examinations; and the proposal for an independent institution has been received generally with indifference where it has not been opposed.

6. A consideration of the subject has led me to form the opinion that a university for these provinces is needed, but that the need is for a *teaching* university of some such character as that I have sketched in my note, and which cannot be supplied by any practicable modification of the university located at Calcutta. If, however, circumstances—financial and other—prevent such a project from being carried out and render the only university possible one constituted on the old lines, then I cannot at present advocate secession from Calcutta. I am inclined to think that we may obtain all that a *merely examining* university can give by some such scheme as that mooted in 1870,* viz., the location of a branch syndicate at Allahabad.

*See papers regarding the establishment of a branch syndicate at Allahabad, printed at the Government Press, Allahabad, 1870. These papers are worthy of being reprinted in connection with the present discussion.

If this is found insufficient to meet the needs and aspirations of educated men in these provinces, then such a branch syndicate can readily be developed into an independent body. To effect this, very little more will be required than to obtain a charter and appoint a registrar. Under such an arrangement as this it will become evident to the senate at Calcutta that any failure on its part to meet the wishes of an influential assembly of fellows at Allahabad will result in a secession, and every demand compatible with the *general* interest of the university will be conceded; and thus when secession does occur it will arise at some point where the interests of these provinces diverge definitely from those of Bengal. Until this happens, it is probable that the connection will be beneficial to us as well as to those parts of the Bengal Presidency which are more nearly allied to our province than to Bengal proper.

7. But I would strongly urge that any decision whatever on the matter should be preceded by a discussion of the true principles of academic teaching. Upon this subject much has been written and said since the foundation of the university of Calcutta on the lines of the university of London. The great universities of Oxford and Cambridge have since then been reformed; the university of Manchester has been established, and an important movement has recently originated in London for the foundation of a teaching university*, a movement arising mainly from a perception of a radical defect in the merely examining system. Having

*I have printed Professor Morley's paper** on the subject as an appendix. E.W.

regard to these facts, I maintain that we should most certainly not passively accept the "standard pattern" of an Indian university for our model, but should first consider the advances in the system of university education which have been made in Europe since this pattern was adopted. If it appears that a radical departure from the *standard pattern* is now advisable in the interests of high education, it will perhaps be found that the financial difficulty merely arose from an inadequate perception of the importance of the object to be attained. I would therefore as a preliminary to taking any action discuss the question as to the kind of university which is suitable to the needs of these provinces. Having decided this point, I would work steadily on the lines laid down, advancing gradually as finances permit.

8. The papers collected by this department were submitted to the Honourable W. W. Hunter and the Honourable C. P. Ilbert, whose notes on the subject will be found printed at the end.

ENCLOSURE (i) IN DOCUMENT 103

Note by the Hon'ble W. W. Hunter advocating the establishment of the proposed University at Allahabad, provided that funds are forthcoming without impoverishing existing institutions.

THE conclusions to which I have come on the six chief points raised in these papers are as follows:—

1. That the main contention of the Director of Public Instruction is sound, viz., "it is advisable on general grounds that the nation (*sic*) of 44 millions under this Government should be allowed to develop its system of higher education in concert with its own Government, unimpeded by the institution in Bengal." I do not think that the Calcutta University would be seriously, or for any length of time, weakened by a university at Allahabad; and the experience of other Provinces shows that each separate university in India acts as a stimulant to higher education within the sphere of its own influence, and exercises a wholesome influence upon colleges and the higher classes in schools. The evidence on this point which came before me as President of the Education Commission was quite conclusive.

The foregoing paragraph assumes, however, that there is room for both the Calcutta University and the proposed one at Allahabad. To my mind, the statistics establish this point. The side question which has been raised as to whether the influence of the Punjab University is good or bad, is not really involved: for the Punjab University works upon different lines from those on which the Allahabad University would be constituted, and exercises a different sort of influence. The success or failure of this very special class of university lies apart from the question now under discussion.

2. That Mr. Deighton's position is sound in regard to the excellence of the system slowly elaborated by the Calcutta University; and as to the undesirability of any violent attempts at a new departure, or at originality of method, I think with him that the time has come for the North-Western Provinces to have "some visible presence" of a university in their midst; and that without any disparagement to the Calcutta University, a similar institution, working on similar lines, would in due time approximate its system more closely to the wants of higher education in the North-Western Provinces than a distant university in Calcutta, however catholic its views may be.

I differ from Sayyid Ahmad's view in regard to the pre-eminent position of the Calcutta University, as compared with the Univer-

sities of Bombay and Madras. I believe that no one can have had much intercourse with the educational officers of the three Presidencies without finding that, in each of the three, the local Education Department thinks that where its university differs from the other universities, it differs from them for the better. I went carefully into this question some years ago, and the impression left on my mind was that the local divergences from the common type were, as a rule, based upon the local requirements of each of the three Presidencies. Although a fellow of the Calcutta University, and deeply interested in its welfare, I should be very sorry to see its methods prescribed with rigid uniformity for Madras and Bombay. Nor can I flatter myself that the educated natives of these two Presidencies attach (as Sayyid Ahmad supposes) a higher value to Calcutta degrees than to those of their own universities.

3. That, for the present at any rate, the Allahabad University should be an examining, and not a teaching body. If foundations or bequests are made to it for university professorships, good. But primarily, it should work through the colleges and affiliated institutions, and aim chiefly at raising their standards, increasing their efficiency, and testing their results. If it does this primary work well, it will gain the confidence of the people and become a centre towards which educational bequests and private liberality will probably converge. I think that the constitution of the Allahabad University should be on a broad basis, with a view to winning the co-operation not only of educated, but also of the wealthy and noble classes, by securing a fair representation of their views and wishes.

4. That it should not attempt so wide a departure from the standard patterns of the Indian universities, as has been made by the Lahore University. That it should not give purely oriental degrees; but that it might confer honorary titles for proficiency in oriental subjects, critically studied, similar to (but of greater value than) those given by the Education Department in Bengal.

5. That the establishment of bursaries, hostels, and paid fellowships, should from the first be kept in view, as an ulterior aim; but that these good things should be paid for not from the public purse, but from private liberality, when the university succeeds in attracting donations or bequests.

6. That all the foregoing positions depend on whether the initial expense is forthcoming from the local Government, without detriment to the efficiency of existing institutions for higher education in the North-Western Provinces. I believe that the local influence of a university on the higher education of a great province is well worth paying for. But while the Calcutta University does its work

so efficiently as at present, I do not think that the need of an Allahabad University is so pressing as to justify the impairing of existing colleges or high schools in the North-West for the purpose of establishing a new university.

In short, I think that the time has come for higher education in the North-West to start on its own provincial career, under the developing care of a provincial university, if the funds are forthcoming without impoverishing existing institutions.

The 22nd September, 1885.

W. W. Hunter.

[Home-Edn A Progs, November 1886, No. 19, pp. 97-98.]

ENCLOSURE (ii) IN DOCUMENT 103

Note by the Hon'ble C. P. Ilbert advocating the establishment of the proposed University at Allahabad, provided that funds are forthcoming without impoverishing existing institutions.

I have read Mr. Hunter's memorandum on the scheme for establishing a university for the North-Western Provinces and Oudh, and agree with his conclusions on the main points raised by the discussion. I think that the establishment of such a university would be an advantage to the provinces concerned; that there is room for it by the side of the University of Calcutta; that its constitution should be framed generally on the lines of the Calcutta University; and that it should, at all events at the outset, content itself with being an examining body, leaving the work of teaching to be conducted by the affiliated colleges; and that we should look mainly to private liberality for the foundation of fellowships, scholarships, hostels, and the like. I think, also, that the question of the time for establishing such a university is chiefly a question of money, and that if the requisite funds could not be obtained except at the expense of the existing colleges, the advantage would be dearly purchased. Mr. Baden-Powell's experience shows the danger of establishing a university before the funds necessary for carrying it on are amply secured.

2. Supposing, however, that the immediate establishment of a new university should be considered, on financial or other grounds, premature, it does not follow that its establishment in the future might not, in the meantime, be facilitated by executive measures. Several such measures are suggested by the notes before me.

3. In the first place it is clearly desirable that the teaching element for the North-Western Provinces and Oudh should be fully represented in the senate of the Calcutta University. I do not know how far its existing representation is inadequate. If it is inadequate, I would gladly recommend such nominations to Calcutta fellowships as might, in the opinion of the Lieutenant-Governor, be required to supply the deficiency.

4. Next, better provision might be made for concerted action among the representatives of the North-Western Provinces and Oudh. The establishment of a local syndicate at Allahabad has been

more than once suggested.* Provided that the functions of such a body were consultative and not executive,† I think that it might be of great use. If the name "syndicate" were likely to cause misconception, it might be dispensed with. The body would be, in fact, a representative committee of persons interested in local education, meeting from time to time to consider questions specially affecting the education of

their provinces. The Director of Public Instruction would probably be its chairman; it would include representatives of the leading colleges, and might also, with advantage, include other persons, such as Government officials, High Court Judges and Barristers, and the like. Whether such a body were formally constituted by law or not, its recommendations would carry great weight with the Calcutta University, and its working would supply valuable means for judging what materials would be available for the council or senate of a new University.

5. The holding of occasional convocations at Allahabad or elsewhere might help the population of the Upper Provinces to realize the visible presence of a university. It appears from the note on education in British India, written by Mr. C. P.

Howell in 1872,*¹⁰⁰ that the Calcutta University had then decided upon holding a convocation

annually at Allahabad; but I am not aware that effect has ever been given to this decision.

*Page 216¹⁰¹.

6. The High Court might be asked to consider the propriety of

†See paragraph 110 of excepting the law degrees of the Calcutta Mr. M.S. Howell's University as a qualification for vakils and note of 9th March, 1885¹⁰². pleaders.† Such a step might stimulate and

improve the teaching of law in the existing colleges.

7. The grant of endowments available not only for the colleges of the present, but for the university of the future, might be facilitated and encouraged. Recent experience has shown me that technical difficulties often stand in the way of such foundations. The founders usually desire to select one or more Government officials as trustees. But the particular incumbents of offices are constantly changing, and, in the present state of the law, the incumbent for the time being of a particular office cannot be constituted a trustee. The Lieutenant-Governor may remember a difficulty of this kind in connection with the Dyce Sombre trust. Other difficulties of a similar nature have occurred in connection with the proposed educational syndicate for British Burma and with the Henry Lawrence

asylums.* The remedy which I have suggested is the appointment for each province of an official who should, like the English official trustee of charitable lands and funds,† be empowered to hold trust funds, by virtue of his office, as a passive trustee, the management being left to an appointed or elected committee. This is the method usually adopted by the English Education Department in settling schemes for educational trusts. The official trustees appointed under Act XVII of 1864 have to perform active duties, and must be paid; and it will be found, on examining the Act, that its machinery is in various ways unsuitable for the kind of trusts to which I have referred.

†See 16 and 17 Vic., cap. 137, ss. 47-52. 18 and 19 Vic., cap. 124, ss. 15-18.

8. If the Lieutenant-Governor should think any of these suggestions worthy of consideration, I might perhaps discuss them with the university authorities at Calcutta. For that purpose I should much like to have printed copies of the papers in this file.

The 29th September, 1885.

C. P. Ilbert.

Government of the North-Western Provinces and Oudh recapitulate the earlier measures undertaken for creation of a University and submit a scheme for effecting the proposal made by the Indian Education Commission to establish a separate University at Allahabad.

No. 753E/III-111 of 1886.

GOVERNMENT OF NORTH-WESTERN PROVINCES AND OUDH
EDUCATIONAL DEPARTMENT

Naini Tal, the 7th August 1886.

TO the Secretary to the Government of India, Home Department.
Sir,

I am directed to submit, for the consideration of His Excellency the Governor-General in Council, proposals relating to the establishment of a University at Allahabad.

2. The question whether the educational needs of these Provinces were sufficiently provided for by the Calcutta University formed the subject of discussion as far back as 1869. The Government of India recognized, in their letter No. 558 (Home Department) of September 19th, 1868, that there was no part of India where a University which should satisfy the educational requirements of the Upper Provinces would have so good a prospect of success as in the North-Western Provinces. His Excellency the Governor-General in Council then placed on record his belief that the demand for a University in Northern India must before long be admitted; but the proposal was adjourned on the ground that it was premature, that progress in these provinces was too rudimentary, and that there was not a sufficient number of students who reached high intellectual proficiency. Sir W. Muir, "though not prepared to advocate the immediate establishment of a University in these provinces," was, he said, "not the less sensible that the Calcutta University does not fully and satisfactorily meet the wants of this part of the country." And he accordingly suggested a provisional arrangement which "should pave the way, when the time shall have fully come, for an independent University in the North-West." Nothing came, however, of this suggestion, and the whole question was laid aside, until it was revived in 1883 by an allusion to the subject in the Report of

the Education Commission..... Sir Alfred Lyall, in recording his remarks upon the report, intimated that the project of a University at Allahabad had his general concurrence; and I am now to submit a scheme for giving practical effect to this opinion.

3. It is the opinion of the present Lieutenant-Governor that in the course of the last 18 years, the inadequacy of the existing system to suit the circumstances and supply the needs of these Provinces has become plainer; while the former obstacles to a separate University have to a great extent disappeared. There has taken place, in the interval, a very substantial development of high education, which has been followed by a large and increasing desire for it. Much of the traditional veneration for antiquity, and of the aversion to Western studies and modes of thought, which were noticed in 1868, has now given way before the strong attraction of modern learning to a degree that hardly makes sufficient allowance for the place which the indigenous classics should properly hold in the studies of the people. That the time has come for a separate University, is affirmed by the representatives of higher education who have been consulted, and appears to be generally admitted by public opinion in the newspapers and elsewhere; while the annually increasing number of students for the University course leaves little room to fear that the material will be found deficient. A University founded at Allahabad might be expected to superintend the intellectual advancement of a population much larger than that which falls within the influence of any other University in India, except only the University of Calcutta. Since 1868 the province of Oudh has been added to the territories subject to the local administration; while there are also large parts of Rajputana and Central India where nearly related languages are spoken, where the upper classes are derived from the same or cognate stocks, and where the cities of the Gangetic plain have always been regarded as the headquarters of religious and intellectual teaching. It is not unlikely that an educational curriculum framed with reference to the peculiar intellectual needs and character of the people of these Provinces, would in course of time attract the inhabitants of a large area beyond provincial limits, and that the University might draw its students from a very numerous Hindustani-speaking population. Moreover, the establishment of separate Universities in the great territorial divisions of British India has hitherto been of marked utility and advantage. It is the opinion of the late President of the Educational Commission that the local divergencies from the common type to be observed in the three Presidency Universities were as a rule based on local requirements, and that the educated natives of Madras and Bombay attach no higher value to Calcutta degrees than to those of their own Universities.

4. The Lieutenant-Governor, influenced by the foregoing considerations, has taken opportunities during the past 18 months of consulting all those who are qualified to advise and are interested in educational questions. The Director of Public Instruction was instructed to communicate with them personally and by writing, and the result has been a large and valuable collection of opinions from sundry and diverse points of view, and from representatives of different classes, which are submitted in the papers accompanying this letter. The principal arguments used are the general desire of the educated community for a separate University; the want of harmony between the course followed in certain classes of schools in these provinces and the Calcutta University curriculum; the distance of Calcutta from Allahabad and consequent exclusion of representatives from Upper India from the government of the University; the number of alternative subjects allowed at Calcutta, which overtaxes the limited educational staff of these Provinces; the impossibility of subjecting candidates under the present arrangement to an oral examination, a need especially felt in the science course; the imperfect way in which the Calcutta curriculum provides for instruction in Sanskrit and other Oriental classics; the excessive and annually increasing volume of work which is thrown on the Calcutta examiners; the probability that with a local University natives of these Provinces will be more largely available for the higher grades of the public service; the increasing demand, among the upper classes of native society, for a liberal education; the associations that would gradually gather round a local University, and generally the impulse which would be given to higher education at a time when the country requires it. The Lieutenant-Governor would draw attention to the able and comprehensive arguments contributed by Mr. White, the Director of Public Instruction, which cover nearly the whole ground traversed in this discussion. That an independent University would at some time be required, has long been recognized, and the conclusion that its foundation should no longer be deferred seems to be amply justified. The Calcutta examinations now supply the only test of a superior education for about half the population of British India. However little this may have been felt as an inconvenience at a time when a University education was slowly making its way in the Upper Provinces, when its value was little appreciated, and when the number of candidates was comparatively small, there can be no doubt that the situation is now much altered. It might always have been foreseen that, with the rapid expansion of the demands for higher teaching, the number of students who presented themselves for degrees would seriously strain the resources for effective examination and careful testing at the disposal of any single body.

The number has every year been increasing, and in the opinion of competent authorities the strain has already become too severe upon the Calcutta University; while it is enhanced by the difficulty of doing justice to, and of dealing impartially with, the demands of Provinces differing perceptibly in manners, habits, and social characteristics.

5. There can be little reason to doubt that the material for a University in these Provinces is already abundant, and that it has every prospect of increasing rapidly. The number of candidates who matriculated has risen from 60 in 1869, when this question was first discussed, to 208 in 1885, and is almost double the average number that matriculated for the Bombay University during the first ten years of its existence. The number of under-graduates studying at institutions affiliated with the Calcutta University has nearly doubled within the last five years, and already exceeds that of many of the smaller Universities of Europe. The average number of both M.A. and B.A. degrees has increased by about a third within the same short period, and is greater than was conferred by the Calcutta University for many years after its first establishment. In short, the material for a University in these Provinces is now at least as ample as when the necessity for a University was first recognised in the older Provinces of British India.

6. These numbers have been attained in spite of many disadvantages, and there are grounds for expecting that the removal of the causes which have hitherto operated as obstacles to the complete popularity of the higher educational course, will be followed by a considerable if not immediate increase. The people of these provinces had, in times anterior to the introduction of British rule, occupied an advanced position in every department of intellectual life, and in 1869 the Vice-Chancellor of the Calcutta University remarked that the British Government found here, far more than in Bengal, a system of indigenous education still active, and which, however narrow in its limits and imperfect in its modes, was still sufficient to give some intellectual training, and which was current and popular among a large and influential class. Benares is still the chief seat of Sanskrit learning, and Lucknow succeeded Delhi as the most important of the centres of Muhammadanism and the last home of Urdu literature. That Calcutta should have been selected as the centre of the educational system of the Upper Provinces was due to historical events which had no direct relation to its intrinsic fitness for that position. That the natives of Hindustan, while readily acknowledging their great obligations, incurred during the last 30 years, to the Calcutta University, should believe that the

connexion may now be terminated, is a natural feeling justified both by their past history and their present intellectual development. English education is no longer confined to Calcutta and its immediate neighbourhood, and there is now no special reason for the anomaly of placing the University for the North-Western Provinces and Oudh at a capital where the language of these provinces is not spoken.

7. One of the defects in the curriculum of the Calcutta University which is most frequently dwelt on is, that it takes too little account of purely Oriental studies. This is not the first time that dissatisfaction with the position accorded to those studies in the Bengal educational course and the desire that Government should more fully recognize their value, have found expression. It was the chief aim of the Anglo-Sanskrit department of the Benares College, which has recently been re-established by the Lieutenant-Governor, to provide an education which should as far as possible co-ordinate the studies of Western and Oriental literatures and systems of thought; but one of the disadvantages hitherto attending this experiment has been that the course of study could be followed up in no University, and could offer no prospect of a degree to its students.

8. While, however, it would probably be one of the first acts of the new governing body to modify the curriculum now prescribed by the Calcutta University in such a manner as to afford greater encouragement to Oriental studies, it is most unlikely that any steps would be taken in the direction of substituting the vernaculars for English as the medium of instruction. There is a wide difference between the study of the Oriental classics and the acquisition of Western science through the medium of Hindi or Hindustani. The latter experiment has already been tried elsewhere, with consequences which are not such as to justify its being repeated in these provinces, and the feeling among educated natives is universal and unmistakable that the first duty of a State University is to communicate the latest developments of Western knowledge in English. A degree will be chiefly valued as a certificate of proficiency in that knowledge, and to lower in any way the standard of English education which is required before a degree is conferred, would deprive the new University of much of its legitimate influence.

9. For all these reasons, therefore, the Lieutenant-Governor anticipates much advantage, to the community at large, from the visible presence of an institution whose governing body will be composed of the more distinguished students and the leading men of this part of the country, which may expect to obtain the support

of the higher and wealthier classes, and which will hold its examinations and confer its degrees in public at the provincial capital. No one questions the advantages that have followed the establishment, at each of the three Presidency towns, of a University which has adapted itself to the idiosyncrasies of the people in three distant parts of India. The inhabitants of these provinces differ from those of Bengal in race, in character, and in their intellectual qualities to at least as great an extent as those of Bombay; and similar benefits may fairly be anticipated from admitting them to the same freedom of characteristic development.

10. It is beginning to be recognised that the claims of an educational course which shall embrace instruction in technical arts and handicrafts are deserving of more serious attention than has hitherto been accorded to them. The author of a valuable note on this subject, which has recently been referred to this Government by the Government of India, expresses the opinion that there is room for improvement in all branches of technical training in these provinces. He points out that the prejudices which exist in some quarters against an educational training of this character will be most effectually combated if the Universities can be induced to identify themselves with the movement, and regards it as a matter of primary importance that the examinations should be conducted by them, and not by the Government through boards constituted for the purpose. To these views Sir Alfred Lyall is willing to give his most careful attention. In the meantime it seems to be unquestionable that a governing board at Calcutta would labour under exceptional difficulties in attempting to direct the course of technical studies of a people with whose special artistic and manufacturing capacities they could have had no sufficient opportunities of making themselves acquainted, and the establishment of a local University would undoubtedly promote the success of any measures that might be taken for improving the technical education of Upper India.

11. It has been already explained that in framing these projects for the future, there has been no intention to detract from the great value of the past services rendered to the cause of Education in these provinces by the Calcutta University. The Lieutenant-Governor has fully recognized the obligation, upon this ground, of carefully considering any plan that could be devised for combining the necessary modifications of the educational course with a maintenance of the relations subsisting between these provinces and the University. But although the Calcutta University has with much liberality conferred its Fellowships on residents in the North-West, the distance of Calcutta from these provinces has prevented them from taking a part in its deliberations, or exercising practical influence upon

questions affecting provincial interests. The project of a branch Syndicate, with its head-quarters at Allahabad, is beset with many difficulties. Such an institution would probably be ineffective in its action, and embarrassed rather than assisted by its connexion with the central governing body, while it would be far less popular, less influential, and less fitted to satisfy the known wishes of the educated classes than an independent University.

12. The exact form which the University should take has been the subject of detailed discussion. The ultimate choice seems to be between a purely examining body, with a Senate and Syndicate to manage its affairs and prescribe the subjects for examination, and an institution which, in addition to the above, should maintain a staff of professors, and even private teachers after the pattern of the Universities of Germany. Upon general principles there is much to recommend the latter of these schemes. A University that restricts its functions to the testing of the intellectual progress of its students misses many of the most important elements of a complete education. The moral and mental training that can only be acquired by residence at a recognized centre of intellectual life, is of incontestable value; and it would, moreover, be in some respects an advantage to concentrate at one spot the highest teaching agency at present at the disposal of this Government.

13. There are, however, objections to which, for the present at any rate, these considerations must yield. In the first place it is undesirable to provide Allahabad, which is not one of the centres of the intellectual life of the provinces, with the means of establishing great predominance, and exclusive superiority, in the highest branches of instruction. Any step that might endanger the position of the colleges at such places as Benares, Lucknow, or Aligarh, would be in the wrong direction, since it might hinder rather than help the University from taking full account of all the varied requirements of the different parts of the provinces; and the result might be a perpetuation of some of the defects which it is the object of these proposals to remove. It would be detrimental to the smaller local institutions, which have done excellent service, and are much regarded by their pupils; and it might thus alienate from the rising University sympathies which ought to be very carefully conciliated. Finally, an adequate teaching staff could only be maintained at a cost which is at present beyond the resources of this Government.

14. The University, therefore, which it is proposed to establish would, for the present at least, confine its operations to the direction of the methods and aims of instruction; adapting them to the needs, circumstances, traditions, and predilections of a country that is

rapidly recovering its forward place in the intellectual progress of India. This circumscription of its functions is the less to be regretted, as it may be hoped that the Muir College recently opened at Allahabad may secure, to a limited and provisional degree, yet not wholly inadequate, most of the objects for which a teaching University is required. If that college continues to receive the support that it may reasonably expect, it should establish a very prominent position in the provinces, and maintain a standard of academical training which would be emulated and imitated by the co-ordinate institutions in other neighbouring cities.

15. All, then, that need be provided for the present, is a Senate, with a Syndicate and a Registrar. Minor details may be left to be settled hereafter; but His Honor anticipates no difficulty in finding sufficient material for a Senate of fifty or sixty members, of whom a certain fixed minimum proportion should be native residents of the provinces. The Senate would contain representatives of the local administration, of the High Court, of the legal profession, and of all who are engaged in, or are conversant with, the practical work of education, or who take interest in the higher branches of science and literature. All questions of great and general importance would be brought before this body; but the ordinary duties of administration would be discharged by a Syndicate consisting of from five to ten members, and including one or more representatives for each of the faculties of the recognized University curriculum. These would necessarily reside in Allahabad; and one of their most important duties would be the appointment of examiners to conduct the periodical examinations. The examiners would either be drawn from members of the Educational service, or the duty might be delegated to competent men in other parts of India.

16. It would probably be premature until the subject has been discussed by a Senate fully acquainted with the wants of the province and the capabilities of the staff at its disposal, to decide definitely what faculties should be recognized in the University course. At first it is likely that only three would be required; that is, Arts, Science, and Law. The first is already the branch of study in which the majority of candidates qualify for a degree. Science is one of the most prominent of the subjects taught at the Muir College; and the Engineering College at Roorkee, which is now affiliated with Calcutta, will in all probability become a branch of the provincial University as soon as one is established. Law is taught at Benares, Allahabad, and Lucknow, and an acquaintance with the general principles underlying all positive law is likely to prove of much value in correcting any narrowness that may be contracted by men

destined for the legal profession from the study of a single system. The Medical School at Agra, though it does excellent work, is as yet hardly enough advanced to be constituted a college; but it gains every year in popularity, and in the number and efficiency of its pupils, and may before long, in connexion with the University at Allahabad, become the centre of medical education for a large and densely-peopled tract of British and feudatory territory.

17. The expense of a University established on these lines would at first be small, and would decrease rapidly in proportion to the growth and general success of the institution. Sufficient accommodation can for the present be found in the buildings of the Muir College, and the examiners will be remunerated from the fees paid by candidates. It will only be necessary at first to provide for the salary of a Registrar and some expenses on account of travelling allowances, printing, and contingencies. Eventually the surplus receipts from the examination fees may be relied upon very materially to reduce all charges upon the State revenues for the support of the University.

18. In conclusion, I am to say that the Lieutenant-Governor is prepared, in the event of these proposals receiving general approval, to submit a draft Act to establish and incorporate a University at Allahabad.

I have the honour to be,

Sir,

Your most obedient servant,

W. C. Benett,

Secretary to the Government,
North-Western Provinces and Oudh.

[Home - Edn A Progs, November 1886, No. 17.]

Secretary of State for India requested to accord assent to the establishment of a University at Allahabad on the general principles advocated by the Government of the North-Western Provinces and Oudh.

No. 10 of 1886

GOVERNMENT OF INDIA,
HOME DEPARTMENT
[Education]

Simla, 2nd November 1886.

TO the Right Honourable Viscount Cross, G. C. B., Her Majesty's Secretary of State for India.

My Lord,

We have the honour to transmit, for Your Lordship's favourable consideration, a copy of a letter* from the Government of the North-Western Provinces and Oudh containing proposals relative to the establishment of a University at Allahabad.

2. It will be seen from the correspondence† marginally noted that the question whether the educational wants of the North-Western Provinces were sufficiently provided for by the Calcutta University was fully discussed as far back as 1869, and that the following year the Local Government submitted proposals to the Government of India for the establishment of a Central College at Allahabad as

the nucleus of a University for resident under-graduates. The Governor General in Council, in sanctioning the creation of a Central College at Allahabad, remarked that it should be understood that the Government of India offered no opinion as to the desirability of establishing a University for the North-Western Provinces, or of acquiescing immediately in the withdrawal of the new College from the influence of the Calcutta University. Her Majesty's Secretary of State, to whom the correspondence with the Local Government was duly communicated, approved the orders issued by the Government of India, and expressed a hope that the College at Allahabad might thereafter expand into a University for the North-Western Provinces and for the Punjab.

3. So far as the Punjab is concerned, the correspondence ending with the despatch cited in the margin† will show that a University has already been established at Lahore. The proposals now made by the Government of the North-Western Provinces and Oudh relate to the establishment of a University at the seat of that Government. The Education Commission in its report held it to be "a point worthy of consideration whether a new University for the North-Western Provinces and Oudh should not now be established," and this view was accepted by the Government of India, which, in writing to the Local Government on the 28th October 1884, observed that "the Governor General in Council is willing to consider the question of establishing a separate University for the North-Western Provinces and Oudh with perhaps the Central Provinces. The Government of India would be glad to receive the Lieutenant-Governor's proposals on this subject at an early date."

4. The scheme now submitted by the Government of the North-Western Provinces and Oudh has been designed with the view of giving practical effect to the proposal made by the Education Commission. The principal arguments used in support of the scheme are the general desire of the educated community in the North-Western Provinces and Oudh for a separate University; the want of harmony between the course followed in certain classes of schools in the North-Western Provinces and the Calcutta University curriculum; the distance of Calcutta from Allahabad, and consequent exclusion of representatives of Upper India from the Government of the University; the number of alternative subjects allowed at Calcutta, which overtaxes the limited educational staff of the North-Western Provinces and Oudh; the impossibility of subjecting candidates under the present arrangement to an oral examination—a need especially felt in the science course; the imperfect way in which the Calcutta curriculum provides for instruction in Sanskrit and other Oriental classics; the excessive and annually increasing volume of work thrown on the Calcutta Examiners; the probability that with a local University natives of the North-Western Provinces and Oudh will become more largely available for the higher grades of the public service; the increasing demand among the upper classes of native society for a liberal education; the associations that would gradually gather round a local University; and generally the impulse which would be given to higher education at a time when the country requires it. It is, moreover, urged that it has now been recognized that the claims of an educational course which shall embrace instruction in technical arts and handicrafts, are deserving of more serious attention than has hitherto been accorded to them, and that it seems to be unquestionable that a governing board at Calcutta would labour under exceptional difficulties

in attempting to direct the course of technical studies of a people with whose special artistic and manufacturing capacities they could at best have a very imperfect acquaintance, while the establishment of a local University would undoubtedly promote the success of any measure that might be taken for improving the technical education of Upper India. On all these grounds the Lieutenant-Governor and Chief Commissioner is of opinion that the time has arrived for the establishment of a separate University at Allahabad, and His Honour anticipates much advantage to the community at large from the visible presence of an institution whose governing body will be composed of the more distinguished students and the leading men of that part of the country, which may expect to obtain the support of the higher and wealthier classes, and which will hold its examinations and confer its degrees in public at the provincial capital.

5. The question as to the exact form which the proposed University should take has been fully considered by the Local Government, and the conclusion which has been arrived at is that, for the present at least, the University should confine its operations to the direction of the methods and aims of instruction, adapting them to the needs, circumstances, traditions, and predilections of a country that is rapidly recovering its forward place in the intellectual progress of India. Buildings suitable for the proposed University exist at the Muir College, Allahabad, and all that would be necessary for the present in order to give effect to the scheme would be the constitution of a Senate, with a Syndicate and a Registrar. Sir Alfred Lyall anticipates no difficulty in finding sufficient material for a Senate of fifty or sixty members, of whom a certain fixed minimum proportion would be native residents of the provinces. All questions of great and general importance would be brought before this body, but the ordinary duties of administration would be discharged by a Syndicate consisting of five to ten members, and including one or more representatives for each of the faculties of the recognized University curriculum. The appointment of examiners to conduct the periodical examinations would rest with the Syndicate.

6. It is explained that the expense of a University established on these lines would even at the outset be small, while it would decrease rapidly with the growth and general success of the institution. The cost of conducting the necessary examinations would be met by fees to be paid by the candidates. It will only, therefore, be necessary at first to provide for the salary of a Registrar and some expenses on account of travelling allowances, printing, and contingencies. It is anticipated that eventually the surplus receipts from the examination fees will very materially reduce all charges upon the State revenues for the support of the University.

7. The policy of establishing a University for the North-Western Provinces and Oudh and the Central Provinces was accepted by the Government of India in 1884 on the report of the Education Commission, and the only questions which need consideration now are the opportuneness or otherwise of the present time for carrying this policy into effect, the location of the proposed University, and the limitation of the functions which, if established, it should perform. As regards these questions, the first turns mainly on financial considerations, the present time being in other respects perfectly suitable for the establishment of a University. But the initial cost, as has already been shown, would not be large, and would decrease as time goes on. On financial grounds, therefore, there is no objection to the undertaking.

8. With regard to the location of the proposed University, it is admitted that Allahabad is not "one of the centres of the intellectual life" of the provinces concerned, and at first sight a preference might be felt for Agra or Lucknow as being centres of considerable educational activity, and as possessing historical and other traditions, which are absent in the case of Allahabad, and which are of some importance when considered in their bearing on the location of such an institution as a University. But Allahabad is virtually the capital of the amalgamated provinces; it is the seat of Government and of the High Court; it is the only place where a sufficient number of educated men to form a controlling body is resident; and it has the advantage of providing in the buildings of the Muir College the necessary accommodation. Moreover, if a development of the institution in the direction of expanding its functions should be desired in the more or less distant future, this could be conveniently carried out in connection with the Muir College. We are, therefore, of opinion that the arguments in favour of Allahabad as the locality for the proposed University preponderate over those which can be offered in favour of any other place.

9. As regards the form which the University should take and the functions which it should perform, the papers submitted by the Local Government will be found to contain a variety of opinions; but it appears to us that the Lieutenant-Governor and Chief Commissioner has properly decided that the University should, for the present at least, confine its operations to the direction of the methods and aims of education, and that the first duty of the University should be to communicate the latest developments of Western knowledge in English. The proposals made in paragraph 5 of the letter from the Local Government in regard to the Senate, Syndicate, &c., seem generally appropriate; but these are matters more or less of detail which will be considered more fully hereafter.

10. In paragraph 16 of the letter from the Local Government, the important question of the faculties which should be recognized in the University course is discussed. We agree with Sir Alfred Lyall in considering that three at all events, viz., Arts, Science, and Law, will be required. It appears to us, however, that it may be advisable to add a faculty of medicine, and on this point we desire at present to reserve our opinion.

11. We beg, in conclusion, to express our cordial approval of the proposals submitted by the Lieutenant-Governor and Chief Commissioner, and to request that Your Lordship's assent may be accorded to the establishment of a University at Allahabad on the general principles advocated. A draft Bill¹⁰⁴ which has been prepared to establish and incorporate such an institution, is herewith transmitted.

We have the honour to be,

My Lord,

Your Lordship's most obedient humble Servants,
C.P. Ilbert/G. Chesney/J.B. Peile.

[Home-Edn A Progs, November 1886, No. 21.]

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Secretary of State for India approves the proposal for the establishment of a University at Allahabad and desires that the power of granting honorary degrees should be exercised sparingly and in very exceptional cases only.

Public (Educational),
No. 18

India Office,
London, 27th January, 1887.

TO His Excellency the Right Honourable the Governor-General of India in Council

My Lord,

Having considered in Council the letter of Your Excellency Establishment of a in Council, No. 10, dated the 2nd of University at Allahabad. November last, I am prepared to accord my assent to measures being taken for the establishment of a University at Allahabad on the general principles which you indicate and approve.

2. I desire, however, to call attention to the provisions of the 14th section of the draft Bill, transmitted with your letter, as regards the grant of the honorary degree of Doctor. The terms of that section, though similar to those of Section 16 of the Punjab University Act 1882, are wider in their scope than the terms of the later Act I, of 1884, which regulates the grant of honorary degrees by the Universities of Calcutta, Madras, and Bombay.

3. I am of opinion that it is not desirable that the powers and procedure prescribed in respect of the conferring the honorary degrees should be less limited or strict in the proposed University than they are in the older Universities of Calcutta, Madras and Bombay; and it seems to me, therefore, that provisions such as those of Act I of 1884 might with advantage be substituted for those of Section 14 of the present draft Bill. I think, moreover, that, in circumstances such as will for some years to come be those of the proposed University, the power of granting honorary degrees should be exercised sparingly and in very exceptional cases only. I agree entirely, as regards this matter, in the opinion expressed by the Marquis of Salisbury in his Educational Despatch No. 1, dated the 17th February 1876, to which the attention of the Government of India has more than once been specially directed by my predecessors in office.

I have the honour to be,

My Lord,

Your Lordship's most obedient humble Servant,

Cross.

[Home-Edn A Progs, March 1887, No. 13;
Public (Educational) Despatch from
Secretary of State, 27 January 1887, No. 18.]

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Act XVIII of 1887 to establish and incorporate the Allahabad University.

A BILL FOR THE ESTABLISHMENT OF A UNIVERSITY AT ALLAHABAD

Sections

1. Title and commencement.
2. Establishment and incorporation of University.
3. Chancellor.
4. Vice-Chancellor.
5. Fellows.
6. First Fellows.
7. Vacation of office of Fellow.
8. Honorary Fellows.
9. Constitution and powers of Senate.
10. Chairman at meetings of Senate.
11. Proceedings at meetings of Senate.
12. Appointment of Syndicate, Faculties, examiners and officers.
13. Functions and Proceedings of Syndicate.
14. Power to confer degrees after examination.
15. Power to confer honorary degree.
16. Power to levy fees.
17. Power to make rules.
18. Examiners, officers and servants of the Senate to be deemed to be public servants.
19. Duty of Local Government to enforce Act and rules.
20. Notifications in certain cases.
21. Annual accounts and audit thereof.

THE SCHEDULE

Part I.—Offices to be deemed to have been specified under Section 5, Sub-Section (I), Clause (a).

Part II.—Persons to be deemed to have been appointed, or to have been elected and approved, as Fellows under Section 5, Sub-Section (I), Clause (b) or Clause (c).

ACT XVIII OF 1887

Passed by the Governor-General of India in Council (Received the assent of the Governor-General on the 23rd September, 1887).

An Act to establish a University at Allahabad.

WHEREAS it has been determined to establish a University at Allahabad; it is hereby enacted as follows:—

1. (1) This Act may be called the Allahabad University Act, Title and commen- 1887, and cement.

(2) It shall come into force at once.

2. (1) A University shall be established at Allahabad, and the Governor General for the time being shall be the Patron of the University. Establishment and incorporation of University.

(2) The University shall consist of a Chancellor, a Vice-Chancellor and such number of Fellows as may be determined in manner hereinafter provided.

(3) The University shall be a body corporate by the name of the University of Allahabad, having perpetual succession and a common seal, with power to acquire and hold property, moveable or immoveable, to transfer the same, to contract, and to do all other things necessary for or incidental to the purposes of its constitution.

(4) The University shall come into existence on such day as the Local Government may, by notification in the official Gazette, appoint in this behalf.

3. The Lieutenant-Governor of the North-Western Provinces for the time being shall be the Chancellor of the University, and the first Chancellor shall be the Honourable Sir Alfred Comyns Lyall, Knight Commander of the Most Honourable Order of the Bath, Knight Commander of the Most Eminent Order of the Indian Empire.

4. (1) The Vice-Chancellor shall be such one of the Fellows as Vice-Chancellor. the Chancellor may from time to time appoint in this behalf.

(2) Except as provided in sub-sections (3) and (4), he shall hold office for two years from the date of his appointment, and on the expiration of his term of office may be re-appointed.

(3) If a Vice-Chancellor leaves India he shall thereupon cease to be Vice-Chancellor unless the Chancellor otherwise directs.

(4) The Hon'ble Sir John Edge, Knight, Queen's Counsel, Chief Justice of the High Court of Judicature for the North-Western Provinces, shall be deemed to have been appointed the first Vice-Chancellor, and his term of office shall, subject to the provisions of sub-section (3), expire on the last day of December, 1889.

5. (1) The following persons shall be Fellows namely:—
Fellows.

(a) all persons for the time being holding such offices under the Government as the Local Government may, by notification in the official Gazette, specify in this behalf;

(b) persons whom the Chancellor may from time to time appoint by name as being eminent benefactors of the University or persons distinguished for attainments in Literature, Science or Art, or for services to the cause of education; and

(c) such persons as may from time to time be elected by the Senate of the University and approved by the Chancellor:

Provided that—

(i) the whole number of the Fellows holding office under clauses (a), (b) and (c), exclusive of the Vice-Chancellor, shall not be less than thirty; and

(ii) the number of persons for the time being elected and approved under clause (c) shall not exceed the number for the time being appointed under clause (b).

(2) A person appointed under clause (b), or elected and approved under clause (c), of sub-section (1) shall not, by succeeding to an office notified under clause (a) of that sub-section, cease to be a Fellow under clause (b) or clause (c) thereof, as the case may be.

6. (1) The offices specified in Part I of the schedule shall be deemed to have been specified in a notification issued under section 5, sub-section (1), clause (a); and

(2) The persons named in Part II of the schedule shall, except for the purposes of the second clause of the proviso to section 5, sub-section (1), be deemed to be Fellows appointed under clause (b) of sub-section (1) of section 5, or elected and approved under clause (c) of that sub-section.

7. (1) The Local Government may, by notification in the official Gazette, cancel or amend any portion of Part I of the schedule or any notification under section 5, sub-section (1), clause (a).

(2) The Chancellor may, with the consent of not less than two-thirds of the members of the Senate present at a meeting specially convened for the purpose, remove any Fellow appointed under clause (b) of sub-section (1) of section 5 or elected and approved under clause (c) of that sub-section.

(3) If any Fellow leaves India without the intention of returning thereto, or is absent from India for more than four years, he shall thereupon cease to be a Fellow.

8. Every person who has filled the office of Patron or Chancellor shall be an honorary Fellow of the University, but shall not be a member of the Senate.

9. (1) The Chancellor, Vice-Chancellor and Fellows for the time being shall form the Senate of the University.

(2) The Senate shall have the entire management of, and superintendence over, the affairs, concerns and property of the University, and shall provide for that management and exercise that superintendence in accordance with the rules for the time being in force under this Act.

10. At every meeting of the Senate the Chancellor, or, in his absence, the Vice-Chancellor, or, in the absence of both, a Fellow chosen by the Fellows present at the meeting or by a majority of them, shall preside as Chairman.

11. (1) When a question respecting the election of any person to be a Fellow under section 5, sub-section (1), clause (c), comes before the Senate at a meeting, it shall be decided by a majority of the votes given thereat by the members in person or by proxy.

(2) Every other question which comes before the Senate at a meeting shall be decided by a majority of the votes of the members present.

(3) No question shall be decided at any such meeting unless ten members at the least, besides the Chairman, are present at the time of the decision.

(4) The Chairman and, subject to the foregoing provisions of this section respecting the mode of voting, every Fellow shall have one vote, and the Chairman, in case of an equality of votes, shall have a second or casting vote.

12. Subject to the rules for the time being in force under this Act, the Senate may from time to time—
Appointment of Syndi-
cate, Faculties, examiners
and officers.

(1) appoint, or provide for the appointment of, a Syndicate, from among the members of the Senate;

(2) constitute Faculties of Arts and Law and, with the previous approval of the Governor General in Council, of Science, Engineering and Medicine;

(3) appoint, suspend and remove, or provide for the appointment, suspension and removal of, examiners, officers and servants of the University;

(4) appoint, or provide for the appointment of, professors and lecturers, and suspend and remove, or provide for the suspension and removal of, professors and lecturers appointed by the Senate.

13. (1) The Syndicate shall be the executive committee of the Senate, and may discharge such functions of the Senate as it may be empowered to discharge by the rules for the time being in force under this Act.

(2) The Vice Chancellor shall be a member of the Syndicate and shall preside as Chairman at every meeting of the Syndicate at which he is present.

(3) If the Vice-Chancellor is absent from any such meeting, the members present shall choose one of their number to be Chairman of the meeting.

(4) Every question at a meeting shall be decided by a majority of the votes of the members present.

(5) In case of an equality of votes the Chairman shall have a second or casting vote.

14. Subject to the rules for the time being in force under this power to confer Act, the Senate may confer on persons who degrees after examination. have passed such examinations in the University and fulfilled such other conditions as may be prescribed under this Act—

(a) in the Faculty of Arts, the degrees of Bachelor and **Master of Arts;**

(b) in the Faculty of Law, the degrees of Bachelor and Doctor of Laws;

and, if empowered by the Governor General in Council in this behalf,—

(c) in the Faculty of Science, the degrees of Bachelor and Doctor of Science;

(d) in the Faculty of Medicine, the degrees of Bachelor and Doctor of Medicine;

(e) in the Faculty of Engineering, the degrees of Bachelor and Master of Civil Engineering.

15. If the Vice-Chancellor and not less than two-thirds of the other members of the Syndicate recommend that an honorary degree be conferred on any person, on the ground that he is, in their opinion, by reason of eminent position and attainments, a fit and proper person to receive such a degree, and their recommendation is supported by a majority of the members present at a meeting of the Senate and is confirmed by the Chancellor, the Chancellor may, on behalf of the Senate, confer on that person the degree of Doctor of Laws without requiring him to undergo any examination.

16. (1) The Senate may charge such reasonable fees for entrance into the University and continuance therein, for admission to the examinations of the University, for attendance at any lectures or classes in connection with the University, and for the degrees to be conferred by the University, as may be imposed by the rules for the time being in force under this Act.

(2) Such fees shall be carried to a General Fee Fund for the payment of expenses of the University.

17. (1) The Senate shall, as soon as may be after the coming into existence of the University, and may from time to time thereafter, make rules consistent with this Act touching—

(a) the mode and time of convening the meetings of the Senate and of transacting business thereat;

(b) the appointment, constitution and duties of the Syndicate and the Faculties, and the election of Fellows under section 5, sub-section (1), clause (c);

(c) the appointment, suspension, removal, duties and remuneration of examiners, officers and servants;

(d) the appointment, duties and remuneration of professors and lecturers, and the suspension and removal of professors and lecturers appointed by the Senate;

(e) the previous course of instruction to be followed by candidates for the examinations of the University;

(f) the examinations to be passed and the other conditions to be fulfilled by candidates for degrees; and,

(g) generally, all matters regarding the University.

(2) All such rules shall be reduced into writing and sealed with the common seal of the University, and shall,—

(a) in the case of rules made under clause (e) or clause (f) of sub-section (1), after they have been confirmed by the Local Government and sanctioned by the Governor General in Council; and,

(b) in the case of all other rules, after they have been sanctioned by the Local Government, be binding on all members of the University or persons admitted thereto and on all candidates for degrees.

(3) If, on the expiration of eighteen months from the date on which the University comes into existence, rules have not been made and sanctioned or, as the case may be, have not been made, confirmed and sanctioned, under the foregoing provisions of this section, touching a matter mentioned in sub-section (1), the Local Government may, by notification in the official Gazette, make such rules touching that matter as it thinks fit.

(4) Subject, in the case of rules touching any matter mentioned in clause (e) or clause (f) of sub-section (1), to the sanction of the Governor General in Council, rules made by the

Local Government under sub-section (3) shall be deemed to have been made and sanctioned, or, as the case may be, to have been made, confirmed and sanctioned, under sub-sections (1) and (2).

18. (1) Every examiner, officer or servant appointed or remunerated by the Senate, shall, for the purposes of the Indian Penal Code, be deemed to be a public servant.
Examiners, officers and servants of the Senate to be deemed to be public servants.
 XLV of 1860.

(2) The word "Government" in the definition of "legal remuneration" in section 161 of that Code shall, for the purposes of sub-section (1), be deemed to include the Senate, and sections 162 and 163 of the Code shall be construed as if the words "or with any member of the Senate of the Allahabad University" were inserted after the words "with any Lieutenant-Governor."

19. It shall be the duty of the Local Government to require that the proceedings of the University shall be in conformity with this Act and the rules for the time being in force thereunder, and the Local Government may exercise all powers necessary for giving effect to its requisitions in this behalf, and may, among other things, annul, by a notification of the official Gazette, any such proceeding which is not in conformity with this Act and those rules.
Duty of Local Government to enforce Act and rules

20. All appointments made under section 4, all appointments made and elections approved under section 5, sub-section (1), clauses (b) and (c), all degrees conferred under sections 14 and 15, and all rules made under section 17, shall be notified in the local official Gazette.
Notifications in certain cases.

21. (1) The accounts of the income and expenditure of the University shall be submitted once in every year to the Local Government for such examination and audit as that Government may direct.
Annual accounts and audit thereof.

(2) For the purposes of the examination and audit the auditor appointed by the Local Government may by letter require the production before him of any books, vouchers and other documents which he deems necessary, and may require any person holding or accountable for any such books, vouchers or documents to appear before him at the examination and audit

or adjournment thereof and to answer all questions which may be put to him with respect thereto or to prepare and submit any further statement which the auditor considers necessary in explanation thereof.

(3) Any person who in the absence of reasonable excuse, the burden of proving which shall lie upon him, refuses or neglects to comply with a requisition under sub-section (2) shall be punished for every such refusal or neglect with fine which may extend to one hundred rupees.

(4) When the auditor has completed the examination and audit he shall report the result thereof to the Local Government, and that Government may thereupon disallow any payment made contrary to law and surcharge it on the person making or authorizing the making of the illegal payment.

(5) If the amount of a payment so surcharged is not paid, as the Local Government directs, within fourteen days after demand being made therefor, the Secretary of State for India in Council may proceed by suit in any Court of competent jurisdiction to recover the amount from the person on whom the surcharge was made.

THE SCHEDULE

(See section 6)

PART I

Offices to be deemed to have been specified under section 5, sub-section (I), clause (a):—

The office of—

Bishop of Calcutta;

Chief Justice of the High Court of Judicature for the North-Western Provinces;

Chief Commissioner of the Central Provinces;

Agent to the Governor General in Rajputana;

Chief Secretary to the Government of the North-Western Provinces and Oudh;

Secretary to the Government of the North-Western Provinces and Oudh in the Public Works Department;

Commissioner of Allahabad;

Commissioner of Lucknow;

Commissioner of Agra;

Director of Public Instruction, North-Western Provinces.
and Oudh;

Principal of the Muir Central College, Allahabad;

Principal of the Queen's College, Benares.

PART II

Persons to be deemed to have been appointed, or to have been elected and approved, as Fellows under section 5, sub-section (1), clause (b) or clause (c):—

1. The Hon'ble James Wallace Quinton, Bachelor of Arts, Bengal Civil Service, Member of the Board of Revenue of the North-Western Provinces, Companion of the Most Exalted Order of the Star of India, Fellow of the Calcutta University, Additional Member of the Council of the Governor General for making Laws and Regulations, Member of the Council of the Lieutenant-Governor of the North-Western Provinces and Oudh for making Laws and Regulations.

2. The Hon'ble William Tyrrell, Bachelor of Arts, Bengal Civil Service, Judge of the High Court of Judicature for the North-Western Provinces.

3. The Hon'ble Syed Ahmed, Khan Bahadur, Companion of the Most Exalted Order of the Star of India, Fellow of the Calcutta University, Member of the Council of the Lieutenant-Governor of the North-Western Provinces and Oudh for making Laws and Regulations.

4. The Hon'ble Syed Mahmud, Barrister-at-Law, Judge of the High Court of Judicature for the North-Western Provinces.

5. The Hon'ble Pandit Ajudhya Nath, Member of the Council of the Lieutenant-Governor of the North-Western Provinces and Oudh for making Laws and Regulations.

6. Lieutenant-Colonel John Greenlaw Forbes, of the Royal Engineers, Fellow of the Calcutta University, Joint Secretary to Government, North-Western Provinces and Oudh, in the Public Works Department.

7. Surgeon-Major James Cleghorn, Doctor in Medicine, Civil Surgeon, Lucknow.

8. Raja Shiva Prasada, Companion of the Most Exalted Order of the Star of India.

9. Mortimer Sloper Howell, Esquire, Bengal Civil Service, District Judge, North-Western Provinces, Companion of the Most Eminent Order of the Indian Empire, Fellow of the Calcutta University.

10. Raja Jai Kishan Das, Bahadur, Deputy Collector, North-Western Provinces, Companion of the Most Exalted Order of the Star of India, Fellow of the Calcutta University.

11. Raja Udai Pratab Singh, Taluqdar of Bhinga in the Bahraich District.

12. Brigade-Surgeon Emanuel Bonavia, Doctor in Medicine, Civil Surgeon, Etawah.

13. Mahamahopadhyaya Bapu Deva Shastri, Sanskrit College, Benares, Companion of the Most Eminent Order of the Indian Empire.

14. John C. Nesfield, Esquire, Master of Arts, Inspector of Schools, Oudh Division.

15. Kenneth Deighton, Esquire, Bachelor of Arts, Inspector of Schools, Rohilkhand Division.

16. William Charles Benett, Esquire, Bengal Civil Service, Secretary to the Government of the North-Western Provinces and Oudh.

17. Michael J. White, Esquire, Master of Arts, Principal, Canning College, Lucknow.

18. Alexander Thomson, Esquire, Principal, Agra College.

19. Babu Pramoda Das Mittra, Honorary Magistrate, Benares.

20. Charles H. Hill, Esquire, Barrister-at-Law, Allahabad.

21. William H. Wright, Esquire, Bachelor of Arts, Professor of English Literature, Muir Central College, Allahabad.

22. W. N. Boutflower, Esquire, Bachelor of Arts, Professor of Mathematics, Muir Central College, Allahabad.

23. Shams-ul-Ulama Maulavi Zaka-ulla, Khan Bahadur, Emeritus Professor of Arabic, Muir Central College, Allahabad.

24. Samuel Alexander Hill, Esquire, Bachelor in Science, Professor of Physical Science, Muir Central College, Allahabad, and Meteorological Reporter to the Government.

25. The Reverend John Hewlett, Master of Arts, Principal, London Mission College, Benares.

26. Pandit Lakshmi Shankar Misra, Master of Arts, Professor of Physical Science, Benares College.

27. Theodore Beck, Esquire, Bachelor of Arts, Principal, Muhammadan Anglo-Oriental College, Aligarh.

28. Pandit Aditya Ram Bhattacharya, Master of Arts, Professor of Sanskrit, Muir Central College, Allahabad.

29. Munshi Newal Kishore, Lucknow.

30. Babu Bireshwar Mittra, Professor of Law, Benares College.

31. Lala Mukand Lal, Rae Bahadur, Honorary Assistant Surgeon to the Viceroy, Lecturer, Medical College, Agra.

32. Babu Ram Saran Das, Master of Arts, Fyzabad.

This Bill was passed at a Meeting of the Council of the Governor General of India for the purpose of making Laws and Regulations on the twenty-second day of September, 1887.

(Signed) Dufferin,
President.

I assent to this Bill.

(Signed) Dufferin,

The 23rd September, 1887.

Viceroy and Governor General.

(An authentic copy¹⁰⁵)

(Sd.) S. Harvey James,

Secretary to the Government of India,
Legislative Department.

APPENDIX

SOME ADDITIONAL INFORMATION REGARDING THE PUNJAB UNIVERSITY COLLEGE

The correspondence regarding the establishment of the Punjab University which has been included in this volume starts in 1868¹. The note by A. W. Croft on the historical development of the proposal ends with 1875-76². It was, therefore, felt essential to include, in this Appendix, some additional information on the subject so as to complete the picture of events leading to the establishment of the Punjab University in 1882.

2. **Early Development (1865-68):** The University of Calcutta was established in 1857; and as it was the only university in Northern India, the colleges established in the Punjab were also affiliated to it. This was not considered satisfactory by the people of the Punjab, for a variety of reasons. In the first place, Calcutta was far too distant from Lahore and the people of the Punjab preferred to have a university nearer home. Secondly, the exclusive use of English as the medium of instruction and examination in the University of Calcutta was not very popular with the people of the province who were in favour of the study of the classical and modern Indian languages. This dissatisfaction, however, would have remained dormant but for the dynamic leadership of Dr. Leitner, Principal, Government College, Lahore, who founded the Anjuman-i-Punjab, a literary society, on 21 January 1865 with the primary object of reviving ancient oriental learning and advancing popular knowledge through the modern Indian languages. This society held meetings, composed addresses, established a free public library and a reading room, compiled a number of treatises and translations in modern and classical languages of India and established an oriental school at Lahore in 1865. Similar societies were founded at Amritsar, Gurdaspur and Rawalpindi.

3. On 10 June 1865, the Lieutenant-Governor of the Punjab (Sir Donald MacLeod) requested the Director of Public Instruction to submit suggestions for the development of literature in the modern Indian languages. This gave Dr. Leitner an occasion to formulate a

¹ Document No. 8.

² Document No. 54.

scheme for the establishment of an "Oriental University" at Lahore. Thus began a movement for the establishment of a separate University for the Punjab and the sponsors of the movement also hoped that this University would be different from the University of Calcutta and that it would emphasise the development of oriental learning and modern Indian languages.

4. Thanks to the energetic lead given by Dr. Leitner, this movement soon gathered considerable strength. He convened a meeting of the leading Indian gentlemen of Lahore and Amritsar on 11 September 1865 in which a plan for the establishment of an "Oriental University of Upper India" was approved and it was decided to submit it to the Government of the Punjab for sanction and support. A number of Europeans also supported the idea and a "European Committee of Support" was established. Sir John Lawrence, the Governor-General, also endorsed the proposal and promised an annual donation of Rs. 2,000 so long as he remained in India. The Indians also collected a fairly big amount of money as an endowment fund and a deputation of the University Committee waited upon the Lieutenant-Governor on 13 October 1865 and formally conveyed the proposal for the establishment of the Oriental University to Government.

5. Sir Donald MacLeod, the Lieutenant-Governor of the Punjab, however, did not want to move too fast. He deplored the shortcomings of the system of education that began with Macaulay's Minute in 1835 which, as Major Lees had observed, had "produced a class of persons fit for serving as clerks in public offices and railway stations, but none who possesses true literary merit." He was also keen to produce a vigorous, original and copious literature in the modern Indian languages. But he was critical of several details of the proposal to establish an Oriental University and, on 2 February 1866, replied to the University Committee that the proposal, which had his general support, will have to be recast considerably before it could be sanctioned. He also felt that the time had not yet arrived when he would advantageously report to the Government of India.

6. In the meanwhile, further support to the proposal came from another unexpected quarter. In 1867, the British Indian Association of the North-Western Provinces memorialised the Government of India for the establishment of a "Vernacular University" for the North-Western Provinces³. This request was turned down; but copies

³ Document No. 6.

of the correspondence were forwarded to the Lieutenant-Governor of the Punjab with the request that he and the Lieutenant-Governor of the North-Western Provinces should get in touch and formulate a proposal for the establishment of a university for the whole of Northern India⁴. This gave a further fillip to the movement for the establishment of a separate university for the Punjab.

7. The Lieutenant-Governor then called for the opinions of the Education Department and of a number of other leading persons on the proposal and, on receipt of them, convened a meeting on 12 March 1868 to consider the proposal to be put before the Government of India. This meeting, over which he presided himself, passed resolutions saying that a University of the Punjab should be established at Lahore and, that it should be a teaching as well as an examining university. But the concept of an "Oriental University" was not yet clear. Some wanted it to be a purely oriental university while others favoured a combination of oriental and occidental studies. Another meeting was, therefore, held at Lahore on 23 March 1868 under the Chairmanship of the Lieutenant-Governor and it was decided "that while the highest honors of the University be reserved for those who attain the highest form of education, which, it is admitted, can only at present be attained by those possessing a thorough knowledge of English, the University shall also recognize and honor literary merit and learning in the case of those unacquainted with the English language⁵." Subsequently, another meeting took place on 25 May 1868 which approved of the draft of the letter sent to the Government of India⁶. Further developments in this regard have been dealt with in the documents printed in this volume.

8. **Progress of the Punjab University College (1870-82):** Established in 1870, the Punjab University College continued to exist till 1882 when it became a university. Throughout this period, it remained a modest institution. In the first year of its operation, 169 candidates appeared for its examinations of whom 98 passed. In 1882, the number had increased only to 724 and 293 respectively as may be seen from the following table:—

⁴ Document No. 9

⁵ Home-Edn A Progs, 19 September 1868, No. 19A, p. 1184.

⁶ Letter No. 235, dated 27 May 1868 which has been reproduced in full in this Volume—Document No. 8.

APPENDIX

Examinations	Number of candidates sent up and passed during				Total number sent up for each examination since 1871	Total number passed in each examination since 1871
	1871		1882			
	sent up	passed	sent up	passed		
Entrance	88	41	249	75	1,895	981
Proficiency in Arts	30	25	37	14	294	158
High Proficiency in Arts . . . . .	..	..	15	2	81	30
Honours in Arts . . . . .	..	..	3	3	11	11
Maulvi or (Lower Arabic)	8	1	22	15	218	99
Maulvi Alim (Middle Arabic) . . . . .	..	..	10	7	92	45
Maulvi Fazil (Higher Arabic) . . . . .	..	..	6	3	34	21
Pragya or (Lower Sanskrit)	9	7	36	23	266	116
Visharad (Middle Sanskrit) . . . . .	..	..	5	4	77	49
Shastri (Higher Sanskrit) . . . . .	..	..	5	4	50	19
Munshi (Lower Persian)	7	5	124	43	769	425
Munshi Alim (Middle Persian)	8	4	33	8	239	138
Munshi Fazil (Higher Persian) . . . . .	..	..	15	6	83	48
Examination in Vernacular Office work as connected with civil, criminal and revenue matters	..	..	37	7	134	89

APPENDIX

Arithmetical Test . . . . .	..	..	51	27	123	61
Lower Punjabi or Budhiman Examination . . . . .	..	..	8	6	68	40
Middle Punjabi or Wj'dwan Examination . . . . .	..	..	1	1	7	5
Higher Punjabi Or Gyani Examination . . . . .	..	..	3	1	3	1
Examination in Pashtu Language or Literature . . . . .	..	..	14	5	14	5
Additional Title Examination for Maulvis, Munshis & Pandits . . . . .	..	..	1	..	26	8
First Examination in Law . . . . .	..	..	Not yet held†	..	396	207
Final Examination in Law . . . . .	..	..	Not yet held†	..	205	80
Pradvivak or the Ist Examination in Hindu Law . . . . .	..	..	5	5	10	9
Examination in Mufti Alim and the functions of Kazi Alim . . . . .	..	..	2	2	12	12
Examination in Fazil and the functions of Kazi Fazil . . . . .	..	..	2	2	3	3
First Examination in Medicine	12	10	12	12	127	92
Final Examination in Medicine	7	5	8	4	92	77
Vaidya Examination in the Vaidak system of Medicine . . . . .	..	..	5	4	15	11
Bhishak Examination in the Vaidak system of Medicine . . . . .	..	..	2	2	2	2

*The figures have been collected from J.F. Bruce, *A History of the University of the Panjab*, (Lahore, 1933), pp. 206-09.
†No examinations in Law were held by the Panjab University College before 1874.

Examination	Number of candidates sent up and passed during				Total Number sent up for each examination since 1871	Total Number passed in each examination since 1871
	1871		1882			
	sent up	passed	sent up	passed		
Hakim Examination in the Yunani system of Medicine	12	7	36	26
Examination for the special certificate of Zubdat-ul-Hukama	4	3
First Examination in Civil Engineering	1	1	33	15
Final Examination in Civil Engineering	1	1
Total number of candidates sent up and passed during each year	169	98	724	293	5,350	2,887

9. The Punjab University College was largely an administrative and examining body, but conducted direct teaching in Oriental and Law Colleges. The Medical College was maintained separately by Government, its examinations alone being conducted through the University College.

10. The objects of the *Oriental College* were two-fold: (1) to give a high classical oriental education with instruction in branches of general knowledge, and (2) to give a practical direction to every study. It made arrangements to train its students for the following courses:—

- (a) The Entrance, Proficiency and High Proficiency Examination in Arts;
- (b) The Oriental Certificates of Pandit, Maulvi and Munshi of various degrees;
- (c) For Oriental Fellowships and Translatorships;
- (d) The teaching functions of Maulvis and Pandits and the practical work of Munshis;
- (e) Indian Lawyers;
- (f) Sub-Overseers;
- (g) Teachers (for Indigenous, Army and Educational Department Schools); and
- (h) Hakims and Vaid.

A scheme of examination in Civil Engineering was sanctioned by the Government in 1873-74. Two examinations were arranged: the first, open to students one year after passing the Entrance Examination, which would qualify them for employment as lower or upper subordinates (according to the class in which they were placed) in the Public Works Department; the second, held a year later, for the appointment of Sub-Engineers or Assistant Engineers.

11. The Law classes were originally started by the Anjuman in 1868. They were taken over by the University College in 1870 and constituted its *Law College*. Its work was organised chiefly by Mr. C. R. Lindsay, Judge of the Chief Court. No examinations in Law were held by the University College before 1874; instead, students were sent up to the Pleader's Examinations held under the Legal Practitioners Act according to rules framed by the Judges of the Chief Court. In that year the Examinations were placed under the control of the University College and the position of the Law College was thus securely established.

12. The University College also tried to encourage the development of literature in the modern Indian languages and to diffuse the science and literature of the West. For this purpose, monetary rewards were offered to translators, editors and compilers. Sometimes a prize was given by the Senate to the author. More often, the encouragement took the form of purchase of a number of copies of the author's work, the actual number of copies purchased varying from as few as four to as many as 550. In addition, a number of text-books and translations were published every year for the use of students.

13. It was also intended that the University College should form a consultative body, with the educational officers of Government, for all matters relating to public instruction, including primary education. In this latter respect the Senate was often consulted by Government upon questions such as: the prevalent condition of Muhammadan education in the Province; the possibility of substituting payment by results for the existing grant-in-aid system; and the means of extending the range of Urdu literature.

14. The University College began life at the end of 1869 with a total endowment amounting to Rs 1,06,816. By 1882, this Fund had increased to Rs 3,84,495. Of the total donations, the following deserve particular mention:

			Rs
Maharaja of Jammu and Kashmir	...	...	93,478
Maharaja of Patiala	...	...	91,230
Maharaja of Kapurthala	...	...	38,000
Nawab of Bahawalpur	...	...	37,331
Raja of Jind	...	...	21,000
Raja of Nabha	...	...	17,000
Raja Vijai Sein of Mandi	...	...	14,000
Nawab Sikander Ali Khan of Maler Kotla	...	...	3,860
Nawab Inayat Ali Khan of Maler Kotla	...	...	2,000
Raja Wazir Singh of Faridkot	...	...	1,000
Raja Harbans Singh	...	...	8,100
Nawab Nawazish Ali Khan	...	...	2,600
Sardar Bikrama Singh Ahluwalia	...	...	1,610
R B Kanhya Lal	...	...	1,322
Sardar Attar Singh	...	...	1,000

NOTES

NOTES

Document 1

1. From H. Scott Smith . . . 13th February 1860 (p. 3)—Printed also in the *General Report on Public Instruction in the Lower Provinces of the Bengal Presidency*, 1859-60 (Calcutta, 1861), pp. 12-24.

2. letter No. 777 . . . last (p. 3)—For the text of the letter, see *Home-Edn Cons.*, 27 May 1859, No. 5; printed also in the *General Report on Public Instruction in the Lower Provinces of the Bengal Presidency*, 1859-60 (Calcutta, 1861), pp. 10-11.

3. Section XI . . . University (p. 13)—Section 11 of Act II of 1857 runs as follows: "The said Chancellor, Vice-Chancellor, and Fellows shall have power, after examination, to confer the several degrees of
Power to confer Bachelor of Arts, Master of Arts, Bachelor of Laws,
degrees. Licentiate of Medicine, Doctor of Medicine, and
Master of Civil Engineering; they shall also have power, after examination, to confer upon the candidates for the said several degrees marks of honour for a high degree of proficiency in the different branches of Literature, Science, and Art according to rules to be determined by the bye-laws to be from time to time made by them under the power in that behalf given to them by this Act."—J. A. Richey, *Selections from Educational Records, 1840-1859*, Pt II (Calcutta, 1922), pp. 412-13.

Document 2

4. From R. B. Chapman . . . 28th March 1860 (p. 14)—Printed also in the *General Report on Public Instruction in the Lower Provinces of the Bengal Presidency*, 1859-60 (Calcutta, 1861), pp. 24-25.

Document 3

5. letter No. 1054 . . . May last (p. 15)—The reference is to the action taken by the Government of India to secure expert opinion from the Calcutta University on the Bye-laws and Regulations for carrying on the administration of the University of Bombay prepared by its Senate.—For the text of the letter, see *Home-Edn Cons.*, 27 May 1859, No. 7.

6. letter No. 2545 . . . 23rd December (p. 16)—The allusion is to the Bombay scheme which proposed to hold a separate examination for Honors in the Evidences of Christianity. For the text of the letter, see *Home-Edn Cons.*, 30 December 1859, No. 2. The final

orders on this point were received from the Secretary of State for India under Educational Despatch No. 19, dated 8 November 1859, printed in the *General Report on Public Instruction in the Lower Provinces of the Bengal Presidency, 1859-60* (Calcutta, 1861), p. 28.

Document 6

7. **petition . . . North-Western Provinces** (p. 21)—Printed also in the *Report on the Progress of Education in the North-Western Provinces, 1867-68*, Pt I (Allahabad), Appendix B, pp. 20-24.

Document 7

8. **No. 4217 . . . 5th September 1867** (p. 29)—Printed also in the *Report on the Progress of Education in the North-Western Provinces, 1867-68*, Pt I (Allahabad), Appendix B, pp. 25-26.

9. **informed by . . . the Viceroy** (p. 29)—The reference is to the letter, Simla, dated 12 August 1867. For the text of the letter, see K.W. of *Home-Edn A Progs, September 1867*, Nos 19-20.

10. **as remarked . . . Despatch of 1861** (p. 31)—The reference here is to paragraph 11 of Despatch No. 14 (Educational), dated 8 April 1861, which contains the observations of the Secretary of State on the Report of the Director of Public Instruction in the Punjab, for the year 1859-60.

11. **Copy of the memorial . . . for information** (p. 32)—A copy of the correspondence was also communicated to the Secretary of State for India under Despatch No. 10 (Educational), Simla, dated 13 September 1867.

Document 8

12. **copies of the papers . . . margin** (p. 33)—For the text of the letters, see *Home-Edn A Progs, 19 September 1868*, No. 19A.

Document 9

13. **From British Indian Association . . . 12th October 1867** (p. 42)—For the text of the correspondence, see *Home-Edn A Progs, December 1867*, Nos 12-13.

14. **To British Indian Association . . . 29th November 1867** (p. 42)—For the text of the reply by the Government of India, see *Home-Edn A Progs, December 1867*, No. 14.

Document 10

15. **letter No. 235 of 19th May** (p. 44)—The date given here is wrong; it should be 27 May 1868.—Document 8 (*Home-Edn A Progs, 19 September 1868*, No. 19), p. 32.

16. **paragraph 13 of the Review** (p. 49)—See *Report on Popular Education in the Punjab and its Dependencies, 1867-68* (Lahore, 1868), p. iv.

Document 11

17. **letter No. 9 of 1869 dated the 11th June** (p. 58)—The date given here is wrong and it should be 10 June 1869. See *Home-Edn B Progs, 11 September 1869*, No. 11 and *Despatch from the Secretary of State, No. 13 (Educational)*, dated 5 August 1869.

Document 12

18. **Notification No. 472, dated 8 December 1869** (p. 58)—Published in the *Punjab Government Gazette*, Vol. XIV, No. 51, dated 23 December 1869, pp. 1422-24.

19. **"Lahore University College"** (p. 58)—On the recommendation of the Senate, the name of the institution was changed to 'Punjab University College'. See Punjab Government Notification No. 335, (Education, Science and Art), dated 27 June 1870—*Punjab Government Gazette*, Vol. XV, No. 22, dated 30 June 1870, p. 695, and *Home-Edn A Progs, April 1873*, No. 7.

Document 14

20. **From M. Kempson . . . 20th January 1869** (p. 81)—Printed also in the *Report on the Progress of Education in the North-Western Provinces, 1868-69*, Pt I (Allahabad, 1869), Appendix B, pp. 22A-25A.

21. **Report of a Select Committee . . . Vernacular University** (p. 86)—Printed also in the *Report on the Progress of Education in the North-Western Provinces, 1868-69*, Pt I (Allahabad, 1869), Appendix B, pp. 25A-26A.

Document 15

22. **From F. Henvey . . . 28th January 1869** (p. 87)—Printed also in the *Report on the Progress of Education in the North-Western Provinces, 1868-69*, Pt I (Allahabad, 1869), Appendix B, p. 26A. The printed letter is dated 29 January 1869 which is obviously a typographical error.

23. From M. Kempson . . . 9th April 1869 (p. 87)—Printed also in the *Report on the Progress of Education in the North-Western Provinces*, 1868-69, Pt I (Allahabad, 1869), Appendix B, pp. 27A-28A.

24. sphere of its jurisdiction (p. 89)—The reference is to the area in which affiliated institutions are situated.—*Report on the Progress of Education in the North-Western Provinces*, 1868-69, Pt I (Allahabad, 1869), Appendix B, p. 28A.

Document 16

25. From R. Simson . . . 6th May 1869 (p. 89)—Printed also in the *Report on the Progress of Education in the North-Western Provinces*, 1868-69, Pt I (Allahabad, 1869), Appendix D, pp. 61A-65A.

Document 18

26. Minute by Edward C. Bayley (p. 96)—Printed also in the *Report on the Progress of Education in the North-Western Provinces*, 1869-70, Pt I (Allahabad, 1870), Appendix B, pp. 111-120. This Minute was placed before the Syndicate of the Calcutta University on 8 January 1870 and further discussion took place on 22 January and 19 February 1870.—*University of Calcutta Minutes*, 1869-70 (Calcutta, 1870), pp. 66-85, 91 and 109-10.

27. . . . (p. 96)—See paragraphs 6-17 of Document 16 (*Home-Edn A Progs*, 14 August 1869, No. 10) for the text of the quotation which has been omitted here.

28. very (p. 100)—The MS has "every". The reading given is based on *University of Calcutta Minutes*, 1869-70, p. 76.

29. deals (p. 103)—The MS has "dealts". The reading given is based on *University of Calcutta Minutes*, 1869-70, p. 80.

Document 19

30. Meetings of the Syndicate . . . 22nd January (p. 106)—On 22 January 1870, the Syndicate of the Calcutta University re-considered the Vice-Chancellor's Minute (Document 18) and resolved "That the Minute be forwarded to the Local Governments, with a letter to be drafted by the Vice-Chancellor and circulated to the Syndicate, inviting them to an expression of their views as to the best mode of deciding the questions raised in the Minute".—*University of Calcutta Minutes*, 1869-70 (Calcutta, 1870), p. 91. See also note 26.

31. the Chief Commissioners of Oudh (p. 107)—The Secretary to the Chief Commissioner was addressed under letter No. 1459, Calcutta, dated 21 February 1870. *Home-Edn A Progs*, 13 August 1870, No. 11.

Document 20

32. letter No. 1459, dated 21st February (p. 108)—See note 31.

33. Docket No. 887, dated the 1st instant (p. 109)—This is a forwarding letter enclosing Documents 18 and 19 (*Home-Edn A Progs*, 13 August 1870, No. 11).

Document 21

34. letter No. 1462, dated the 21st February last (p. 115)—The reference is to the circular letter addressed by the Registrar of the University of Calcutta. For the text, see Document 19 (*University of Calcutta Minutes*, 1869-70, pp. 109-10).

Document 24

35. From M. Kempson . . . 31st August 1869 (p. 129)—The correspondence contained in this document was published in *Supplement to the Government Gazette, North-Western Provinces Gazette*, dated 29 September 1869, pp. 283-90, in order to provide the Chiefs and leading men throughout the Provinces an opportunity to support the project.

36. A propositional statement . . . accompanies (p. 132)—For the "Tabular Statement of increase in the Educational Department, North-Western Provinces", see *Home-Edn A Progs*, 28 January 1871, No. 11.

Document 25

37. The Chief Commissioner . . . of this Government (p. 140)—See note 35.

Document 28

38. List enclosed (p. 147)—The new college at Allahabad, under the designation of "Muir Central College", was formally opened on 1 July 1872 and temporarily housed in the Lowther Castle, now known as Darbhanga Castle. The foundation-stone of its permanent building was laid by Lord Northbrook on 9 December 1873. It took twelve years to complete the building and the cost of its construction amounted to Rs 8,89,627, of which Rs 1,50,000 was contributed by private subscription. On 8 April 1886, the new

building of the College was opened by Lord Dufferin—*Report on the Progress of Education in the North-Western Provinces, 1871-72, Pt I, p. 15; for 1872-73, Pt I, p. 26; for 1873-74, Pt I, p. 19; General Report on Public Instruction in the North-Western Provinces and Oudh, 1885-86, pp. 5-6; Seventieth Anniversary Souvenir, University of Allahabad, Edited by K. K. Mehrotra (Allahabad, 1958), pp. 6-7.*

Document 29

39. No. 2917A, dated 4th July 1870 (p. 151)—This is a forwarding letter to Document 21 (*Home-Edn A Progs, 28 January 1871, No. 13*). See *Home-Edn A Progs, 28 January 1871, No. 12*.

40. These questions are still under discussion (p. 152)—For details, see Section III of this Volume.

41. Financial Resolution No. 3334 of 14th ultimo (p. 152)—The whole position was aptly summed up by the Royal Commission upon Decentralization in India: "In 1870-71, however, the Government of Lord Mayo made the major Provinces financially responsible for the administration of Police, Jails, Medical Services, Registration, Education, Roads and Buildings, and Printing, by assigning to each a fixed sum from which such expenditure was to be met. Any increase in outlay was to be provided for by savings on existing charges, or by the imposition of local taxes. In respect to the services assigned to them, the Provincial Governments were given power, subject to certain general conditions, still in force, to create appointments and raise salaries upto an individual limit of Rs 250 a month. This delegation obviated many petty references to the Government of India."—*Report of the Royal Commission upon Decentralization in India, Vol. I (London, 1909), p. 27, para 55.* For text of the Resolution, see *Finance-Accounts A Progs, January 1871, No. 48*.

42. Copy of the correspondence . . . information (p. 154)—A copy of this correspondence was also sent to the Secretary of State for India under Home Department (Education) Despatch No. 1, dated 25 January 1871. *Home-Edn A Progs, 28 January 1871, No. 17.*

Document 30

43. The Despatch . . . No. 1 of 1871 (p. 154)—See note 42.

Document 31

44. letter No. 2917A, dated 4th July 1870 (p. 156)—See note 39.

45. A propositional statement (p. 162)—For the "Tabular Statement of increase in the Educational Department, North-Western Provinces, from 1 April, 1872", see *Home-Edn A Progs, July 1872, No. 11*.

Document 32

46. provincial system of finance (p. 163)—See note 41.

Document 33

47. North-Western Provinces Gazette, dated 31st March last (p. 165)—Published in *Government Gazette, Extraordinary, North-Western Provinces, 30 March 1872, p. 9*.

Document 34

48. letter . . . No. 1727 (p. 167)—Correct number of the letter is 1727A—See Document 33 (*Home-Edn A Progs, July 1872, No. 13*).

49. Education despatch . . . enclosures (p. 169)—See note 42.

Document 37

50. letter No. 50A . . . ultimo (p. 172)—This refers to the Collegiate Establishment contemplated by the Government of the North-Western Provinces. For the text of the letter, see *Home-Edn A Progs, September 1872, No. 37*.

Document 39

51. Mr Hobhouse moved . . . a Bill (p. 177)—For the text of the Bill, see *Leg. A Progs, December 1875, No. 20, Appendix I*.

Document 40

52. Act XXI of 1875 (p. 180)—An authenticated copy of the Act was sent to the Secretary of State for India under Despatch No. 33 (Legislative), dated 24 December 1875.—*Leg. A Progs, December 1875, No. 23*.

Document 42

53. despatch No. 13, dated 5th August 1869 (p. 186)—For the extract of the Despatch, see foot-note under p. 257.

Document 44

54. Resolution (p. 199)—Published in the *Gazette of India, Pt. I* dated 13 January 1877, p. 34.

Document 46

55. *Gazette of India* (p. 193)—See note 54.

Document 47

56. letter No. 38A.T., dated the 3rd January last (p. 195)—This is a forwarding letter to a Minute (Document 46; *Home-Edn A Progs*, September 1877, No. 24). *Home-Edn A Progs*, September 1877, No. 23.

Document 51

57. the same objections exist as existed in 1869 and in 1873 (p. 216)—Some of the objections stated on the earlier occasions were: the difficulty of obtaining for local examinations the services of competent examiners; the evil of combining the functions of teaching and examining in one and the same body; and the impossibility of maintaining consistent and equal standards in the examinations conducted by several bodies. *Home-Edn A Progs*, 19 September 1868, No. 19B (Document 9), September 1872, Nos 33-36, and April 1873, Nos 7-8.

58. that has been granted to the Punjab (p. 216)—An account of this will be found in Section VII of this Volume.

59. Resolution of the 1st of January (p. 218)—For the text of the resolution, see Document 44 (*Home-Edn A Progs*, August 1877, No. 44; *Leg. A Progs*, July 1883, No. 3).

Document 52

60. a Note by Sir Henry Maine (p. 220)—For the full text of the note on the proposal for the establishment of a University at Lahore, see K.W. of the *Home-Edn A Progs*, 19 September 1868, Nos. 19-19B.

61. I agree with Sir H. Durand (p. 222)—Presumably, the reference is to Sir H. Durand's note dated 17 July 1868 which runs as follows: "I am much in favor of anything in support of the advance of education which has the spontaneous support of the Natives, and therefore my disposition would be to support the Lieutenant-Governor's proposal. But I should like to know more precisely what the curriculum of the University is to be.

I confess myself rather puzzled on this important point. Admitting, for many reasons, the expediency of a University for the Punjab, and another for the North-Western Provinces, I rise from the perusal of these papers from the Punjab with a somewhat hazy idea of the mode in which the examinations are on principle to be regulated. Sanscrit and Arabic are not Vernacular but classical

languages. What is to predominate as the medium for the study of the Sciences, Pure Mathematics, etc.? If English is to be only ancillary, what is it to be ancillary to?"—K.W. of the *Home-Edn A Progs*, 19 September, 1868, Nos. 19-19B.

Document 54

62. securing the sympathy and interest of the people (p. 227)—For details, see Appendix, pp. 473-80.

63. the history of the University (p. 233)—This study by Croft brings the history of the Lahore University College up to 1876-77. For additional data, see Appendix, pp. 473-480.

64. a memorandum on this subject by Mr. Aitchison (p. 235)—For the text of the memorandum, see *Home-Edn A Progs*, 19 September 1868, No. 19A.

Document 55

65. From Secretary of State, No. 13, dated 5th August 1869 (p. 241)—For the text of the despatch, see foot-note at p. 257.

66. In July 1872 ... fulfilment of this promise (p. 241)—For details, see *Home-Edn A Progs*, September 1872, No. 33.

Document 58

67. despatch ... No. 8, dated 15th November, 1877 (p. 247)—Correct number of the despatch is 10.—Document 56 (*Home-Edn A Progs*, January 1878, No. 15).

68. The annexures to the report of the Senate (p. 251)—The annexures have not been included in this Volume. They are:

Appendix I.—Comparative list of Endowments at the Calcutta, Bombay and Madras Universities and at the Punjab University College.

Appendix II.—Comparative Statement of the results at the equivalent examinations of the Punjab University College and the Calcutta University.

Appendix III.—Comparison of the Examinations in Arts held by various Universities with the Examinations of the Punjab University College.

Appendix IV.—System of marking adopted by the Calcutta University and by the Punjab University College.

Appendix V.—List of Punjab University College Examiners from 1870-78.

Appendix VI.—List of compilations and translations done in 1877-78.

Appendix VII.—Complete set of the Examination papers of the Punjab University College in Arts, Oriental Languages, Medicine, Law and Engineering Science 1871.

Appendix VIII.—The Calendar for 1877-78, together with the most important papers connected with the establishment of the Punjab University College.

For the text of annexures I to VI, see *Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, August 1879, No. 22*. Annexures VII and VIII are not printed in the Proceedings.

69. draft Bill (p. 252)—For the text of the draft bill, see *Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, August 1879, No. 26*.

Document 59

70. together with certain annexures, as also the draft bill (p. 254)—See notes 68-69.

71. modifications suggested by the Executive Committee (p. 255)—For the text of the modifications proposed in the draft bill for raising the Punjab University College to the status of a University, see Appendix I, Oriental Degrees in Arts, etc. in *Home, Rev. and Agri.-Edn (Industry, Science and Art) A Progs, August 1879, No. 22*.

72. directed by the Senate ... to submit (p. 255)—The Appendices submitted with this letter have not been printed here but for their summaries, see notes 69-71.

73. despatch No. 13, dated 5th August 1869 (p. 257)—Copy of the despatch was sent to the Government of the Punjab under No. 497, Simla, dated 8 September 1869.

74. "Lahore University College" (p. 258)—See note 19.

75. remarks regarding Law and Medicine ... Secretary of State* (p. 260)—For the text of the despatch, see Document 56 (*Home-Edn A Progs, January 1878, No. 15*).

Document 61

76. Punjab Government Gazette (p. 275)—Published in *Supplement to Punjab Gazette*, 15 May 1879, pp. 427-28.

Document 65

77. memorial of the members of the Indian Association, Lahore (p. 282)—This Memorial was sent to the Government of the Punjab for comments under letter No. 373, Simla, dated 5 November 1880. *Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, June 1881, No. 30*.

78. Resolution of Government dated 7th March 1835 (p. 282)—For the text of the Resolution, see *Home-Pub. Cons.*, 7 March 1835, No. 19. It is also printed in H. Sharp's *Selections from Educational Records* (1781-1839) Pt I (Calcutta, 1920), pp. 130-31.

79. Minute by Sir D. McLeod ... 10th February 1869 (p. 286)—For the text of the Minute, see Enclosures in (ii) of Document 10 (*Home-Edn A Progs, 12 June 1869, No. 36*).

Document 66

80. Memorial of the residents of Gurdaspur and others (p. 300)—This memorial was sent to the Government of the Punjab for comments under letter No. 51, dated Fort William, 12 February 1881. *Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, June 1881, No. 32*.

Document 67

81. No. 1277 ... 30th March 1881 (p. 302)—Appendices to this letter have not been included in this Volume. They refer to:

Appendix I.—An Act to establish and incorporate the University of the Punjab.

Appendix II.—The Entrance Examination in Arts, 1880.

Appendix III.—Memorandum showing in what respects the revised prospectuses of Examinations in Arts differ from those previously held.

Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, June 1881, Nos. 34-37.

82. proceedings ... annexed (Appendix IV) (p. 305)—Appendix IV is not available in the Proceedings. Presumably the reference is to a copy of the *Civil and Military Gazette*, dated 18 October 1880, reporting the proceedings of a "meeting of the educated natives of Lahore". —K.W. of the *Home, Rev. & Agri.-Edn (Industry, Science and Art) A Progs, June 1881, Nos 28-39*.

Document 68

83. the enclosures of the . . . letter (p. 306)—For the text of the enclosures, see Documents 65-67 [*Home, Rev. & Agri-Edn (Industry, Science and Art)* A Progs, June 1881, Nos 29, 31 and 33].

Document 70

84. Delhi College (p. 309)—Originally the Delhi College was opened on 1 June 1825 on the ruins of the Madrassa of Ghazi-ud-Din Khan, outside Ajmere Gate. The Madrassa itself was established in 1792. In 1824, the Madrasa consisted of nine students with Maulavi Abdullah as preceptor and the subjects taught were Muhammadan Law and Logic as well as Persian and Arabic languages. In 1829, Ihtimad-ud-Daulah Nawab Faiz Ali Khan, Prime Minister at the court of Oudh, endowed the Delhi College with the sum of Rs 1,70,000. Some years later, the Madrassa was deserted; and as the Government College absorbed the classes, the money donated by the Nawab was made over to that College. Up to 1857 the Delhi College was very successful and popular.

During the revolt of 1857, the Delhi College ceased to exist; but it was re-opened as a High School in 1858 and resumed its position as a College on 1 May 1864. It continued to impart higher education till 1877, when the Government of the Punjab removed the College Classes from Delhi to Lahore. This step was necessitated on the ground of financial stringency and in view of the desirability of having one efficient College in the Punjab instead of two inefficient ones at Delhi and Lahore. *Political Progs*, 5 June 1829, Nos 82-89 (4 volumes); *Home-Edn A Progs*, September 1881, Nos 21-24.

85. telegram . . . 23rd August 1881 (p. 312)—The telegram reads: 'Your Education Despatch, 11th June, Punjab University. Proposed legislation sanctioned. Despatch [Document 69; *Home-Edn A Progs*, September 1881, No. 45] follows'. *Home-Edn A Progs*, September 1881, Nos. 1-3.

Document 72

86. An authentic copy (p. 328)—An authenticated copy of the Act was transmitted to the Secretary of State under despatch No. 34, dated 13 November 1882.—*Leg. A Progs*, July 1883, No. 47 and the Act was published in the *Government Gazette*, Punjab and its dependencies, October 12, 19 and 26, 1882, pp. 1247-63.

Document 75

87. A Bill . . . honorary degrees (p. 334)—Leave was given for the introduction of the Bill into the Legislative Council of the Governor-General of India, on 20 September 1882—*Leg. A Progs*, January 1884, No. 27.

Document 76

88. No. 289, dated the 14th instant (p. 335)—The reference is to the forwarding letter asking opinion on the Bill.—*Leg. A Progs*, January 1884, No. 33.

Document 77

89. letter No. 328, dated the 21st ultimo (p. 336)—The reference is to the forwarding letter asking opinion on the Bill.—*Leg. A Progs*, January 1884, No. 34.

Document 78

90. letter No. 242 of the 7th. (p. 340)—This refers to the forwarding letter asking opinion on the Bill.—*Leg. A Progs*, January 1884, No. 32.

Document 79

91. letter No. 243, dated the 7th February last (p. 341)—The reference is to the forwarding letter asking opinion on the Bill.—*Leg. A Progs*, January 1884, No. 32.

Document 81

92. letter . . . dated 11th June 1883, No. 1540 (p. 351)—The reference is to Madras Government's reply stating that the Vice-Chancellor has been asked to expedite the submission of his opinion on the Bill.—*Leg. A Progs*, January 1884, No. 47.

Document 83

93. An authentic copy (p. 355)—An authenticated copy of the Act was transmitted to the Secretary of State for India under Despatch No. 1 of 8 January 1884—*Leg. A Progs*, January 1884, No. 58.

Document 85

94. "Paragraph 550 . . . private effort" (p. 359)—See Report of the Indian Education Commission (Calcutta, 1883), p. 475.

Document 86

95. Letter No. 388 of the 9th July last (p. 359)—The reference contains remarks of the Government of the North-Western Provinces and Oudh, on the Report of the Indian Education Commission. As to the founding of a separate University, they observed, "With reference to the suggestion in paragraph 550 of the report, that a new University for the North-Western Provinces and Oudh and the Central Provinces should be established at Allahabad, I am to say that Sir Alfred Lyall is quite ready to give serious consideration to the matter, although it does not fall within the scope of immediate consideration. He thoroughly appreciates the importance of founding within these Provinces some central institution for the encouragement and development of the highest kinds of learning, and placing first class teaching within the reach of students, instead of merely providing an examining board at Calcutta or Bombay." *Home—Edn A Progs, November 1884, No. 10, para 28.*

96. Resolution . . . No. 10/309 (pp. 359-60)—For the text of the Resolution, see *Home-Edn A Progs, November 1884, No. 37.*

Document 103

97. the documents numbered . . . collection (p. 438)—See Document 87 and its appended document. (*Home-Edn A Progs, November 1886, No. 19, Enclosures 2-3*).

98. The replies . . . the annexed collection (p. 438)—Views of Messrs J. D. La Touche, W. N. Boutflower, W. Douthoit and M. Kempson have not been included in this Volume. For their views and additional memoranda by Babu Bireshwar Mittra, Saiyid Ahmad Khan, Babu Pramoda Das Mittra, Messrs J. Hall, S.A. Hill, Deighton, J.C. Nesfield and W.H. Wright, see *Home-Edn A Progs, November 1886, No. 19, Enclosures 9, 10, 17, 21 and pp. 109-34.*

99. Professor Morley's paper (p. 440)—For the text of Professor Henry Morley's paper on "London University Teaching", see *Home-Edn A Progs, November 1886, No. 19, (Appendix, pp. 101-107).*

100. written by Mr. C. P. Howell in 1872* (p. 444)—The author of *Education in British India* was A. P. Howell. The Section dealing with the year 1870-71 has been republished in *Selections from Educational Records of the Government of India, Vol. I (Delhi, 1960)*, pp. 299-573.

101. Page 216 (p. 444) See also p. 510 of *Selections from Educational Records of the Government of India, Vol. I (Delhi, 1960).*

102. paragraph 11 of Mr M. S. Howell's note . . . 1885 (p. 445)—Presumably the reference is to paragraph 10, which runs as follows: "The High Court should be moved to accept the law degrees of the University as a qualification for vakils and pleaders in place of the present examination passes. The effect would be that every person intending to become a vakil or pleader would have to pass through the University course of education—a most desirable result." *Home—Edn A Progs, November 1886, No. 19, Enclosure 14.*

Document 105

103. Despatch . . . No. 1, dated 25th January, 1871 (p. 455)—See note 42.

104. A draft Bill (p. 459)—For the text of the Bill, See *Home-Edn A Progs, November 1886, No. 20.*

Document 107

105. An authentic copy (p. 472)—An authenticated copy of the Act was transmitted to the Secretary of State for India under Despatch No. 35, dated 3 October 1887.—*Leg. A Progs, October 1887, No. 44.*

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BIOGRAPHICAL SKETCHES OF CERTAIN EMINENT PERSONS FIGURING IN THE VOLUME

1. Allnutt, Samuel Scott (1850-1917)

Born at St George's Terrace, Brighton, on 21 September 1850; was the son of Rev. Richard Lea Allnutt, then acting as curate to the Rev. H. V. Elliott of Brighton. In 1870, having gained a scholarship, Scott went to Cambridge as scholar of St John's College, where he obtained a second class, classical Tripos, B.A., in 1873 and M.A., in 1876. Allnutt spent six years in Cambridge from 1873 to 1879, first as resident tutor to the handful of students in the new venture of Cavendish College, and then in two houses in Maid's Causeway.

At this period, a strong movement had been on foot in Cambridge towards the formation of a band of graduates who should initiate a new type of missionary enterprise in India on a community basis, thus reaping the advantages of 'concentration of effort, sub-division of labour, continuity of teaching, economy of means, leisure for literary work, and frequent opportunities of united devotion'. This resulted in the founding of the Cambridge Mission by the graduates of the University of Cambridge at Delhi in the year 1877, and it took over and extended the work of the Society for the Propagation of the Gospel in the city—a work that had been going on since 1854. Allnutt offered himself as one of the "Cambridge Brotherhood" and arrived at Delhi in December 1879.

A few months before the arrival of the Cambridge Mission in Delhi, the only collegiate institution then existing in the city—Delhi College—was closed down on the ground of financial stringency and the classes of the Delhi College were removed to Lahore, in spite of a strong opposition from the inhabitants. This seems to have given the "Mission" an impetus to founding a college, which was originally intended to impart education to Indian Christians. On 1 February 1881, St Stephen's College thus came into existence and it fell to Allnutt's lot to take charge of the educational activities of the Brotherhood.

Here for eighteen years he was the most popular Principal of the College. He encouraged personal contact between the teacher and the taught for the formation of moral and spiritual character. According to Cecil H. Martin, his biographer, "Though St Stephen's School and College in Allnutt's time was frankly missionary and Christian—definite Christian teaching being given and all subjects approached from a Christian standpoint—yet the secular side was real serious first-class work: it was not education played at as a cover for preaching sermons to the students". He was elected a Fellow

of the Punjab University, and for many years he had a large share in the decisions with regard to the educational curriculum in the North of India.

Towards the close of the year 1898, Allnutt resigned the college Principalship in order to "devote himself to the study of Sanskrit with a view to developing the Hindu side of the mission work, and be free to engage in religious discussions with the Hindu Pandits". His dreams of a scholar's life, however, were never to be fulfilled. In a few months, the death of Bishop Matthew of Lahore involved Allnutt in the duties of the Mission which he held till his death on 7 December 1917.

2. Arbuthnot, Sir Alexander John (1822-1907)

Born on 11 October 1822; educated at Rugby and Haileybury College; entered the Madras Civil Service in 1842; arrived in Madras, September 1842; served as Assistant Collector and Magistrate, Malayan Translator*, Secretary to the College and University Boards and Deputy and Acting Registrar to the *Sadr* Court; became Director of Public Instruction, March 1855; Chief Secretary to Government and additional Member of the Legislative Council, Madras, October 1862; Member of Madras Council for making Laws and Regulations, October 1867 to October 1872; temporary Governor of Madras during the absence of Lord Napier, February to May 1872; K.C.S.I., May 1873; retired from the Madras Civil Service, October 1874; Member of the Council of the Governor-General of India from June 1875 to April 1880; acted as President of the Council in 1878 and 1879; Vice-Chancellor of the University of Madras, October 1871, and of the University of Calcutta, October 1878; Counsellor of the Empress of India, January 1877; C.I.E., January 1878; Member of the Council of India, 1 November 1887 to 31 October 1897; Vice-President, 1893 to 1894; died, 10 June 1907.

He is the author of various publications on educational and other subjects, among which the following may be mentioned: *Reports of Selected Cases Determined in the Court of Faujdari Adawlut*, 1851; *Papers relating to Public Instruction in Madras*, 1855; *Selections from the Minutes and Other Official Writings of Maj-Gen. Sir Thomas Munro, Governor of Madras, with an Introductory Memoir and Notes*, 1881; *Life of Lord Clive* in the series of Builders of Greater Britain; and a number of articles in the *Dictionary of National Biography*.

*Home-Edn A Progs, January 1862, No. 1, para 5; India Office List for 1886, p.19.

3. Baden-Powell, Baden Henry (1841-1901)

Born in 1841; son of Professor Baden-Powell of Oxford; educated at St Paul's School; appointed to the Bengal Civil Service after examination of 1860; arrived in India, 31 October 1861; Assistant Commissioner, May 1862; officiating Postmaster-General, Punjab and Sind, August 1865; from July 1866 to April 1869 served as Small Cause Court Judge, Lahore, and subsequently in the Indian Forest Department; Additional Commissioner, Lahore and Rawalpindi, October 1881; Deputy Commissioner, December 1882; C.I.E., January 1884; Judge, Chief Court, Punjab, March 1889; retired from service in May 1889, but employed for a time under the Government of India in the Revenue and Agricultural Department; M.A. Oxon (conferred honoris causa), 1894; died, 2 January 1901.

He has published *Punjab Products*; *Punjab Manufactures*; *Manual of the Land Revenue System and Land Tenures of British India*; *Manual of Jurisprudence for Forest Officers*; and *The Indian Village Community*.

4. Baldeo Bakhsh, Rai (1822-?)

Born on 25 October, 1822; joined service as Preceptor to the Raja of Bhadawar in January 1847, but soon resigned this appointment and was appointed to act as *Peshkar* of Fatehpur Sikri, in the Agra District, in September 1847; Acting Second *Muhafiz-i-Daftar* (Keeper of the Records) in the Agra Collectorate, October 1847; appointed Superintendent of the Indigenous Schools in the Agra District, November 1847; became Officiating Visitor of Schools, Agra District, in May 1850 and continued to hold this appointment till November 1856, when he was appointed Examiner of Plane Table Surveying in the Agra, Allahabad and Benares Divisions.

During the revolt of 1857, he remained with the authorities in the Agra Fort, and on the restoration of order, was appointed to be a Deputy Collector of the then third grade in May 1858; promoted to the then second grade of Deputy Collectors from February 1864; became Deputy Collector of the new third grade on a salary of Rs. 400 per mensem in March 1869; promoted to the new second grade of Deputy Collectors in February 1874; acted temporarily as Manager of the Family Domains of the Maharaja of Benares, from 1 August to 30 September 1878; resumed charge of his duties as Deputy Collector of Benares, October 1878; retired in 1883; Honorary Magistrate, Benares, in 1889.

5. Bapu Deva Shastri (1821-?)

Born in Poona on 1 November 1821; son of Sita Ram Deva. His ancestors had settled in Tonka on the Godawari, a village situated

in the district of Ahmadnagar, and were respected for their learning in the Vedas. His father, who was noted for his knowledge of the Vedas, also practised medicine and was skilled in mechanics and the fine arts.

While yet a child, Babu Deva entered a school to study the Vedas. At the age of thirteen, he began learning Sanskrit, and before completing his fifteenth year, he was admitted into a Marathi school as a student of Mathematics and made considerable progress in this branch of study. In 1837, he moved with his father to Nagpur, where he studied, with great diligence, Sanskrit grammar and Sanskrit mathematical works such as *Lilavati*. On the suggestion of Lancelot Wilkinson, then Political Agent at Bhopal, Babu Deva went to Sehore to continue his studies in the Sanskrit College. Here he read the *Sidhanta-Siromani* (Sanskrit Astronomy by Bhaskaracharya); and also taught Arithmetic and Algebra to the students of the Hindi School. Two years later, on Wilkinson's recommendation, Babu Deva was appointed Professor of Mathematics in the Sanskrit College, Benares, in February 1842.

In 1853, a *Khilat* worth Rs 2,000 was conferred on Babu Deva for his Hindi treatise on Algebra, by Thomason, the then Lieutenant-Governor of the North-Western Provinces. He wrote some other valuable works, viz., Arithmetic and Trigonometry in Sanskrit, an English translation of the "Surya-Sidhanta" and a supplement to a version of the *Goladhyaya* of the *Sidhanta-Siromani* by Wilkinson. During 1866-67, Babu Deva brought out a new edition of the celebrated *Sidhanta-Siromani* of Bhaskaracharya, with his own exposition, the *Vasana-bhashya*. This edition was carefully corrected, after collation with several manuscripts, annotated, and furnished with diagrams. For his excellent treatise (Hindi) on Algebra, a recast of a former edition of his Algebra—Babu Deva was awarded in full *Darbar* at Allahabad, a purse of Rs 1,000, together with a pair of shawls by Sir William Muir, Lieutenant-Governor of the North-Western Provinces. For his eminent services to Sanskrit Literature, the Royal Asiatic Society of Great Britain and Ireland made him an Honorary Member of the Institute in 1864, and in 1868, the Asiatic Society of Bengal conferred the same honour on him. In 1869, he was made a Fellow of the Calcutta University, and of the Allahabad University from November 1887. In recognition of his many services to oriental literature, Babu Deva was created a Companion of the Most Eminent Order of the Indian Empire on 1 January 1878. On the occasion of the Jubilee celebration of Queen Victoria's accession, the title of *Mahamahopadhyaya* was conferred on him on 16 February 1887.

6. Bashyam Aiyangar, Sir Vembakkam (?-1908)

Fellow of the Madras University, March 1880; Junior Professor of Law, Presidency College, from January 1884; Member of the Committee in connection with the Draft Tenancy Bill, July 1885; was awarded the title of Rai Bahadur, February 1887; Junior Professor of Law for a further period of two years, January 1888 to 31 December 1889; Additional Member of the Legislative Council of Fort St George for making Laws and Regulations, October 1888, February 1897, November 1899, and March 1900; Diwan Bahadur, May 1895; C.I.E., May 1895; acted as Advocate-General, Madras, from February 1897 to March 1898, and from September 1899 to March 1900; acted as Judge of the High Court, Madras, March 1901; confirmed, August 1901; retired from service on 10 January 1904; died on 18 November 1908.

7. Bayley, Sir Edward Clive (1821-1884)

Born at St Petersburg in October 1821; son of E. Clive Bayley; educated at Haileybury College; appointed to the Bengal Civil Service, 1841; arrived in India, 1842 and served in the North-Western Provinces and the Punjab; Under Secretary in the Foreign Department, 1849; went on leave to England on account of health in 1854. During his stay in England he was called to the bar. Returning to India in 1857, the year of the Indian Revolt, he first served at Benares as Under Secretary to Sir John Peter Grant, Lieutenant-Governor of the Central Provinces of the Presidency of Fort William in Bengal. The revolt had cut off all connection between Agra, the seat of the local Government and that part of the territory in which order had been preserved or quickly restored, and Sir John (then Mr. Grant) had been sent to Benares to gather up the dropped reins of the Government. In 1858, Lord Canning himself took up his residence at Allahabad and administered the Government. Bayley continued for a time to act as Under Secretary with him; for a short time, Foreign Secretary in 1861; Home Secretary to the Government of India, 1862-72; for three terms Vice-Chancellor of the Calcutta University, 1869-75; Member of the Council of the Governor-General of India, 1873-78; K.C.S.I., January 1877; C.I.E., January 1878; five times President of the Asiatic Society of Bengal, and Vice-President of the Royal Asiatic Society for three years; made considerable contributions to Indian History, Numismatics, Antiquities and Archaeology; retired from service in 1878; died on 30 April 1884.

8. Bhudeb Mookerjee (1825-1894)

Born in Calcutta on 25 March 1825, he was the son of Bisva Nath Tarka Bhusan, a respectable Pandit. At the age of eight, he

was admitted into the Sanskrit College. He learnt English in the Hindu College, where he prosecuted his studies with exceptional success, and received medals, prizes and scholarships. After leaving the College, he established some private schools at Siakola, Chander-nagore, Sripur and other places. For want of funds, however, he had to give up his exertions and to commence his service in December 1848 as Second Master in the Calcutta Madrasa on a salary of Rs 50 per mensem.

After he had served here for ten months, he was appointed Headmaster of the Howrah Government School in October 1849. By his untiring zeal and indefatigable labours, a large number of students of his school successfully passed the Junior Scholarship Examination, and Government being highly pleased with his work, conferred on him the appointment of Headmaster of the Hooghly Normal School on a salary of Rs 300 per mensem. in June 1856. In July 1862, he became Officiating Assistant Inspector of Schools, on a salary of Rs 400 per mensem. During 1862-63, Normal Schools were established at Burdwan, Krishnagar and Jessore for the purpose of training masters for elementary village schools under the scheme of vernacular education originally devised by Sir J. P. Grant. The supervision of the entire scheme was entrusted to him as an Additional Inspector in January 1863; the duties of the Additional Inspector being quite as important and onerous as those of any of the classified Inspectors, Bhudeb Mookerjee was promoted to the fourth grade of Bengal Educational Officers in April 1867 and since May 1869, he held the appointment of Divisional Inspector of the North Central Division—a post which had never before been offered to an Indian gentleman. In May 1874, he was placed in the third grade of the Bengal Education Officers and, after holding a number of important posts, was ultimately promoted to the second grade of the Bengal Educational Officers in March 1877; made a C.I.E., January 1878; became a Member of the Council of the Lieutenant-Governor of Bengal for making Laws and Regulations in January 1882; and also a Member of the Education Commission of 1882; retired from service in 1883.

Bhudeb Mookerjee was one of the first Indians to be appointed to high posts in the Education Department and was remarkable for his intelligence, educational acquirements and zeal in the cause of learning. He founded an endowment of Rs 1,60,000 yielding an income of Rs 8,000. Even after his retirement, he continued to occupy a conspicuous and honoured position among his countrymen, by virtue of his profound erudition and genuine philanthropy. He died on 16 May 1894.

At a time when there was a limited number of Bengali books for the use of Government Schools, he composed several works such as

Sikhya Bidhayak, *Prakritick Bigyan* (1st and 2nd Part), and *Pura-britasar*. He translated the Histories of England and Rome and Euclid's Third Book of Geometry. He also wrote *Aitihāsik Upanais* and edited the *Education Gazette*.

9. Bireshwar Mittra (?-1891)

Bireshwar Mittra began his career as a teacher in an aided school and later served for a number of years as tutor to minor Rajas under the Bengal Court of Wards. He was associated with the Managing Committee of the Bangalitolah Preparatory School at Benares for several years.

In August 1882, while practising as Pleader, High Court of the North-Western Provinces, Bireshwar Mittra submitted a memorandum containing answers to the questions suggested for the examination of witnesses before the Indian Education Commission, presided over by W. W. Hunter. He was appointed a Fellow of the Allahabad University in November 1887 and a member of the Council of the Lieutenant-Governor of the North-Western Provinces for making Laws and Regulations in January 1891.

The Law Department of the Benares College was opened in August 1884, where he appears to have served as Professor of Law till his death in 1891.

10. Boutflower, William Nolan (1845-?)

Born on 5 August 1845; educated at St John's College, Cambridge; entered the Educational Service of the North-Western Provinces, as Professor of Mathematics, Agra College, August 1869; appointed 3rd Professor in the Muir Central College, Allahabad, October 1874; Officiating Meteorological Reporter to Government, North-Western Provinces and Oudh, from April to June 1881; Fellow of the Allahabad University, November 1887; Inspector of Schools, February 1892; officiated as Director of Public Instruction from April 1896; retired from service on 21 January 1902.

He is the author of *Elementary Statics and Dynamics* and *The Indian Arithmetic*.

11. Constable, Edwin Theobald (1836-?)

Born on 13 September 1836; late Scholar and Exhibitioner, Christ's College, Cambridge; entered the Educational Service of the North-Western Provinces as Professor of Mathematics, Bareilly College, February 1862; Inspector of Public Instruction of 1st Circle,

August 1870; Inspector of Schools, Meerut Division, December 1877; Benares Division, December 1882; Officiating Director of Public Instruction, North-Western Provinces and Oudh, February 1883 and again in April 1890; Inspector of Schools, Meerut Division, and Inspector of European Schools, North-Western Provinces and Oudh, September 1884; retired from service in September 1891.

12. Croft, Sir Alfred Woodley (1841-1925)

Born on 7 February 1841; educated at Mannamead School, Plymouth, and Exeter College, Oxford; appointed to the Bengal Educational Service, December 1865; from June 1866, served as Professor in the Presidency College, Principal of the Dacca College, and Inspector of Schools; appointed Officiating Registrar of the Calcutta University, December 1876; Officiating Director of Public Instruction, April 1877; Director of Public Instruction from August 1878; President of the Commission to draw up a Code for European Schools, October 1881; services placed temporarily at the disposal of the Government of India in the Home Department, for employment on special duty as a Member of the Education Commission, 25 December 1882; C.I.E., May 1884; Member of the Legislative Council of Bengal, February 1887; K.C.I.E., February 1887; on special duty for the preparation of a general report on the State and Progress of Education throughout India, May 1887; Fellow-Member of the Syndicate and President of the Faculty of Arts of the Calcutta University; President of the Asiatic Society of Bengal, 1892-93; Vice-Chancellor of the Calcutta University, December 1893; Trustee, Indian Museum, 1894-96; Hon. LL.D., 1897; retired from service in February 1897; died on 29 October 1925.

13. Deighton, Kenneth (1835-?)

Born on 21 February 1835; entered the Educational Service of the North-Western Provinces as Professor of History and English Literature, Agra College, February 1862; Officiating Principal, Agra College, February 1863 and confirmed, March 1864; services temporarily placed at the disposal of the Government of India in the Home Department, from July to August 1875 and again from 5 February 1883; appointed, while still on deputation, as Officiating Principal, Benares College, from July 1883; services replaced at the disposal of the Government of the North-Western Provinces and Oudh, from October 1883; Officiating Inspector of Schools, Benares Division, November 1884 to March 1885; Inspector of Schools, Rohilkhand Division, April 1885; Inspector of European Schools, North-Western Provinces and Oudh, August 1887; retired from service in 1890.

14. Farid-ud-Din, Maulavi, Sayyid (1832-?)

He was born on 8 September 1832* in an illustrious family which traces its descent from Sayyid Abdul Khair, of Khurasan, who settled in Kara, district Allahabad, in the year 1300. His ancestors received *Muaafi* grants from the Mughal Emperors for their ability and learning. He became Pleader, High Court, Allahabad, April 1855; Honorary Magistrate, Allahabad, 1874; entered the Judicial Service of the North-Western Provinces as Subordinate Judge of the second grade and posted to Mirzapur, July 1875; transferred to Aligarh, June 1877; transferred to Cawnpore, October 1881; while serving at Mirzapur, Aligarh, and Cawnpore, he held charge of the current duties of the office of the District and Sessions Judge, five times for short periods; Subordinate Judge of the first grade, April 1884; transferred to Agra, November 1885; received the title of Khan Bahadur in February 1887, on the occasion of the Jubilee of the reign of Queen Victoria, for distinguished service as a Judge.

15. Gough, Archibald Edward (1845-1915)

Born on 2 March 1845; educated at Lincoln College, Oxford, from where he took his M.A.; joined the Educational Service of the North-Western Provinces as Anglo-Sanskrit Professor of the Benares College in November 1868; later, served as Professor of English Literature and Professor of History and Philosophy at the Muir Central College, Allahabad, and also officiated for various periods between 1872 and 1878 as Principal of the Benares College and held charge of the Meteorological Observatory at Benares; served in Bengal from April 1878 to June 1886, as Professor in the Hooghly and Presidency Colleges, and Principal of the Calcutta Madrasa; Educational Officer, second grade, and Principal of the Muir Central College, Allahabad, July 1886; in addition held the office of Registrar of the University of Allahabad from 16 November 1887; retired from service in July 1895; died on 20 December 1915.

He is the author of: *Papers Relating to the Collection and Preservation of the Records of Ancient Sanskrit Literature in India*, edited by order of the Government of India, 1878; *A Translation of the Sarva-darsana Sangraha, or Review of the System of Indian Philosophy*, in conjunction with Professor E.B. Cowell, M.A., LL.D., Cambridge, 1882; *The Philosophy of the Upanishads and Ancient Indian Metaphysics* (1882); and article on the Vedanta in the *Encyclopaedia Britannica*.

*Date of birth is September 1827, according to *The Golden Book of India* by Sir Roper Lethbridge.

16. Griffith, Ralph Thomas Hotchkin (1826-1906)

Born at Corsley, Wiltshire, on 25 May 1826; educated first at Westminster School and then at Uppingham, Ralph proceeded with an exhibition to Queen's College, Oxford, where he graduated in 1846, and took his M.A. in 1849. At Oxford he became a pupil of Professor Horace Hayman Wilson and gaining the Boden Sanskrit Scholarship in 1849, continued the study of Sanskrit to the end of his life. From 1850 to 1853, he was Assistant Master of Marlborough College, of which he was also librarian. He arrived in India in December 1853 and joined the Educational Service of the North-Western Provinces, as Professor of English Literature at the Benares College. In June 1854, he became Headmaster of the College and in the following year, he was entrusted, in addition to his other duties, with the charge of the Anglo-Sanskrit Department. From February 1856 to December 1870, he also held charge of the office of the Inspector of Schools in the third (Benares) circle along with the Headmastership and Anglo-Sanskrit Professorship, and afterwards with the Principalship of the Benares College.

During his first eight years in India (1853-61), Griffith devoted himself, not only to the study of Sanskrit, but to that of Hindi, the most widely spoken language of Northern India, under Pandit Ram Jason, the Head Sanskrit teacher of the college, to whom he was much attached. On the retirement of James Robert Ballantyne, Griffith succeeded to the Principalship of the Benares College in January 1861, and also held the office of Superintendent of Observatory, Benares, from May 1866.

He held the office of Principalship for seventeen years, in the course of which he acted three times for short periods as Director of Public Instruction, North-Western Provinces. From May to July 1877, his services were placed at the disposal of the Government of India in the Home Department, for employment as a member of the special committee appointed under orders of the Government dated 23 April 1877, to examine the text-books in use in Indian schools. The Committee submitted its report on 10 October 1877.

On the retirement of Mathews Kempson, Griffith succeeded to the office of the Director of Public Instruction, North-Western Provinces and Oudh, in March 1878, from which date the designation of the post was changed to Inspector-General of Schools, North Western Provinces and Oudh. Subsequently, in February 1879, the post was redesignated as Director of Public Instruction, which office he held till 1885. On his retirement, he received a special pension and the honour of C.I.E. in January 1885. He also became a Fellow of the Calcutta University.

Unmarried and without close family ties in England, Griffith, after coming to India in 1853, never saw his native country again. On his retirement, he withdrew to Kotagiri, a beautiful hill station, some 7,000 feet in height, in the Nilgiri District, Madras, residing with his brother Frank, an Engineer in the Public Works Department of the Bombay Presidency, who had settled there in 1879. At Kotagiri, he engaged himself in the study and translation of the Vedas. He died on 6 November 1906.

He is the author of *Specimens of Old Indian Poetry*, 1852; *The Birth of the War-God*, 1853; *Idylls from the Sanskrit*, 1866; *Scenes from the Ramayana*, 1868; *The Ramayana of Valmiki* (5 Vols.), 1870-75; *Yusuf and Zulaikha*, 1882; *The Pandit*, a Sanskrit Journal, founded and edited for some eight years; *The Hymns of the Rigveda* (4 Vols.), 1889-92; *The Hymns of the Samaveda*, 1893; *The Hymns of the Atharvaveda* (2 Vols.), 1895-96; and *The Texts of the White Yajurveda*, 1899.

17. Growse, Frederick Salmon (1837-1893)

Born in 1837; educated at Oriel and Queen's Colleges, Oxford; appointed to the Bengal Civil Service and arrived in India, November 1860; attached to the North-Western Provinces, December 1861; served as Assistant Magistrate and Collector and Joint Magistrate and Deputy Collector in Mathura, etc; received Insignia of C.I.E., January 1879; Magistrate and Collector, Bulandshahr, January 1879; transferred to Farrukhabad, January 1887 and in addition officiated as Sessions Judge in 1887 and 1888; retired from service in April 1891; built a Catholic Church at Mathura; Member of the Asiatic Society of Bengal; died on 19 May 1893. He ardently defended the purity of the Vernacular Hindi, as opposed to the official Hindustani.

He is the author of *Mathura*—a District Memoir, 3rd edition, 1883; *Bulandshahr*—Sketches of an Indian District—Social, Historical and Architectural 1884; *Indian Architecture of Today*; Pt. I, 1885; Pt. II, 1886; an English translation of the *Ramayana* of Tulsi Das, 4th edition, 1887; and *Supplement to the Fatehpur Gazetteer*, 1887.

18. Haidar Husain, Maulavi

Pleader, High Court, Allahabad; called to the Bar, 14 April 1857.

19. Handford, William (?-1870)

Before coming to India, Handford received special training in United Kingdom for the Education Department. In 1862, while serving as second Master in La Martiniere College at Lucknow, he

submitted to the Government "a scheme for preparing teachers for Government Schools in Oudh." His recommendation envisaged establishment of a first class Training College at Lucknow, the staff of which was to be entrusted with the duties of direction and inspection of the Education Department in Oudh. The Government of India declined to delegate the supervisory and controlling functions to the proposed Normal College, but encouraged the local administration for creation of a separate agency for this purpose. Accordingly the office of Director of Public Instruction in Oudh was created and on 6 January 1864, Handford, who was then Head Master of the Martiniere, assumed charge of the office. He died at Lucknow on 29 April 1870.

20. Hewlett, Rev. John

From early in 1863 till the close of 1866, Hewlett taught in the then existing two schools in the London Missionary Society in Almora, and had sole charge of those schools during the greater part of that time. In 1868, he was Superintendent of the Central School of the London Missionary Society at Benares. From 1871 till 1877, he superintended the London Missionary Society's Institution at Mirzapur, and for about the same period had charge of the three elementary schools of that Society at Dudhi. For several years of the same period, and till the end of 1878, he was a member of the Government Local Educational Committee at Mirzapur. Since March 1881, he served as Principal of the London Missionary Society's High School at Benares. He gave evidence in 1882 before the Provincial Committee representing the North-Western Provinces and Oudh in the Indian Education Commission and was appointed a Fellow of the Allahabad University in November 1887.

21. Hill, Samuel Alexander (1851-1890)

Born on 10 October 1851; appointed to the Educational Service of the North-Western Provinces and Oudh, as Professor of Physical Science at the Muir Central College, Allahabad, May 1875; also Meteorological Reporter to Government, March 1876; promoted to fourth grade of Educational Officers, April, 1878; for sometime Officiating Meteorological Reporter to the Government of India in addition, December 1884; appointed a fellow of the Allahabad University, November 1887; was also Associate of the Royal School of Mines, Fellow of the Chemical Society, Fellow of the Royal Meteorological Society, and Member of the Asiatic Society of Bengal; died on 23 September 1890.

22. Hobhouse, Arthur, First Baron (1819-1904)

Born at Hadspen House, Somerset, on 10 November 1819; educated at Eton and Balliol College, Oxford; called to the bar at Lincoln's Inn, 1845; practised in the Rolls Court; Queen's Counsel, 1862; appointed a Charity Commissioner, 1866; Endowed Schools Commissioner, 1869; Legal Member of the Council of the Governor-General of India, 1872-77; K.C.S.I., January 1877; C.I.E., January 1878; Arbitrator under the Epping Forest Act, 1878; contested Westminster unsuccessfully in the general election in 1880; Privy Councillor and Member of the Judicial Committee, 1881-1901; Member of the London School Board, 1882-84; created a Baron in 1885; Alderman of London County Council, 1889-92; died on 6 December 1904.

He is the author of *The Dead Hand*, a collection of addresses connected with endowments and the settlements of land, 1880 (reprinted from the 'Transactions of the Social Science Association').

23. Howell, Arthur Pearse (1834-1911)

Born on 19 July 1834; educated at St John's College, Oxford; appointed to the Bengal Civil Service and arrived in India, January 1858; from May 1859 to April 1864, served in the North-Western Provinces and Oudh as Assistant Magistrate and Collector, Assistant Commissioner, Assistant Secretary, and Acting Under Secretary to the Government; from April 1864 to March 1878, served in the Secretariat of the Government of India, first as Under Secretary, Financial Department, and then as Under Secretary and Acting Secretary, Home Department, also as Acting Deputy Secretary, Department of Revenue, Agriculture and Commerce and was placed on special duty, March-April 1869; appointed Commissioner of the Jubbulpore Division, Central Provinces, but continued to act as Secretary to the Government of India in the Home Department, April 1877; Secretary to Famine Commission, March 1878, again on special duty, June 1878; Commissioner, Nerbudda Division, September 1878; Acting Judicial Commissioner, Central Provinces, December 1879 to February 1880, and again in 1885; Commissioner, Hyderabad Assigned Districts (Berar), June to December 1882; Member of the Education Commission under the Government of India, December 1882 to September 1883; Officiating Resident, Hyderabad, March 1888; retired from service in August 1889; died on 2 October 1911.

He is the author of *Note on the State of Education in India*, 1866-67, (1868); *Education in British India, Prior to 1854, and in 1870-71*, (1872); *Note on Jails and Jail Discipline in India* 1868-69; and of a paper on *Educational Legislation*, read to the Education Commission on 28 March 1882.

24. Howell, Mortimer Sloper (1841-1925)

Born on 3 February 1841; educated at Christ's Hospital and Corpus Christi College, Oxford; Emeritus Fellow of the Universities of Calcutta and Allahabad; Hon. LL.D., Edinburgh; was also a member of the Anjuman-i-Punjab and of the Asiatic Society of Bengal; appointed to the Bengal Civil Service and arrived in India, October 1862; served in the North-Western Provinces as Assistant Magistrate and Collector; Officiating Inspector of Public Instruction, Meerut Circle, April 1867; Assistant Superintendent and Small Cause Court Judge, Dehra Dun, March 1868; Joint Magistrate and Deputy Collector, February 1871; Magistrate and Collector, second grade, November 1879; from March 1880, served in the Judicial Department and held the appointment of District and Sessions Judge in various districts; C.I.E., January 1886; Additional Judicial Commissioner in Oudh, December 1891; Judicial Commissioner, November 1892; retired from service in April 1896; died on 9 September 1925.

He is the author of *A Grammar of the Classical Arabic Language*.

25. Hunter, Sir William Wilson (1840-1900)

Born on 15 July 1840; educated at Glasgow Academy and University; studied at Paris and Bonn; appointed to the Bengal Civil Service and arrived in India, November 1862; served in Bengal as Assistant Magistrate and Collector, December 1863; Superintendent of Labour Transport at Kushtia, July 1865; Officiating Inspector of Schools, May 1866; Officiating Superintendent of Stamps and Stationery, December 1868; Compiler of 'Bengal Gazetteers' and on deputation in the Home Department, Government of India, July 1869; was chosen by Lord Mayo to organize a statistical survey of India and compiled a plan in January 1871; Officiating Under Secretary to the Government of India in the Home Department, February 1871; made Director-General of Statistics to the Government of India, September 1871; on special duty to England for purpose of compiling the Statistical Account of Bengal and the 'Imperial Gazetteer', March to December 1875 and again from March to December 1876; Director-General of Gazetteers, October 1877; C.I.E., January 1878; Director-General of Gazetteers and Statistics, June 1878; Director-General of Statistics, December 1881; Additional Member of the Governor-General's Council, 1881, 1883 and 1885; President of the Indian Education Commission, 1882-83; deputed to give evidence before the Committee of the House of Commons on Indian Railways, May 1884; Member of the Indian Finance Committee, February, 1886; Vice-Chancellor of the Calcutta University, 1886; K.C.S.I., February 1887; retired from service in September 1887; died on 7 February 1900.

He is the author of many works on India, including the *Annals of Rural Bengal*, 1868; *A Comparative Dictionary of the Non-Aryan Languages of India and High Asia*, 1868; *Memorandum on the older Records of the Board of Revenue, North-Western Provinces*, 1870; *The Indian Mussulmans*, 1871; *The Province of Orissa*, 1872; *Famine Aspects of Bengal Districts*, 1874; a collected edition of *Essays on the External Policy of India*, by the late J. W. S. Wyllie, 1875; *A Statistical Account of Bengal*, (20 Vols.), 1875-77; *A Life of Lord Mayo*, 1875; *A Statistical Account of Assam*, (2 Vols.), 1879; *The Imperial Gazetteer of India*, (9 Vols.), 1881; 2nd edition, 14 Vols., 1885-87; *The Indian Empire*, 1881; *England's Works in India*, 1881; *A Brief History of the Indian People*, 1883; *Life of the Marquis of Dalhousie*; *Life of Brian H. Hodgson*; *The Old Missionary*; *The Thackerays in India*; *An introduction to Bengal MS. Records*, 1894. His article on "India" was reissued in 1895 as *The Indian Empire, its People, History and Products*. He had projected a comprehensive work on the History of India, but reduced it to a work on the *Growth of British dominion*, the first volume of which was published in 1899 and the second after his death. He was also Vice-President of the Royal Asiatic Society and a member of several learned societies.

26. Ilbert, Sir Courtenay Peregrine (1841-1924)

Born on 12 June 1841; educated at Marlborough College and Balliol College, Oxford; Hertford Scholar, 1861; Ireland Scholar, 1864; Craven Scholar, 1864; Eldon Law Scholar, 1867; Called to the bar at Lincoln's Inn, June 1869; Counsel to Education Department, 1878-82; C.I.E., May 1882; Legal Member of the Council of the Governor-General of India, May 1882 to November 1886, and President of the Council, February to March 1886; Vice-Chancellor of Calcutta University, 1885; C.S.I., January 1886; Assistant Parliamentary Counsel to the Treasury, 1886-99; K.C.S.I., January, 1895; Parliamentary Counsel to the Treasury, 1899-1901; Clerk of the House of Commons, 1902-1921; G.C.B., 1911; Chairman of Statute Law Committee; Member of Council of Marlborough College and of Board of Governors of London School of Economics; Vice-President of London Library; Justice of the Peace, Bucks.; died on 14 May 1924.

He is the author of *The Government of India*, 1898; *Legislative Methods and Forms*, 1901; *Parliament*, 1911; *The Mechanics of Law-making*, 1914.

27. Jai Krishan Das (1832-?)

Born on 27 November 1832*; joined the service as Treasurer in the Collector's Office at Moradabad, March 1846; appointed Tahsildar

*Date of birth is 24 November 1832, according to *Manual of Titles-North-Western Provinces*, (Allahabad, 1881), p. 79.

of the first grade in Zila Aligarh, March 1857; appointed, as a mark of honour, for his services in the disturbance of 1857, Deputy Collector and Deputy Magistrate within the limits of the Tahsil of Hathras, December 1858 and was awarded the title of Raja Bahadur and a grant of lands and other honours, January 1860; received the Mutiny medal, June, 1864; appointed to officiate as Deputy Collector and posted to Aligarh in the same year and confirmed as Deputy Collector (third grade), March 1865; was created a Companion of the Most Exalted Order of the Star of India, 1870; promoted to Deputy Collector (second grade), January 1882; appointed Deputy Collector (new fifth grade), April 1882; promoted to the sixth grade and confirmed, September 1885; appointed a Fellow of the Allahabad University, November 1887; and was also a Fellow of the Calcutta University; was a member of the Asiatic Society of Bengal, Royal Asiatic Society and Sanskrit Text Society, London.

Jai Krishan Das was keenly interested in education. He acted for some time as a member of Educational Committees, which made him acquainted with the working of Tahsili and Halkabandi Schools, and as a Deputy Magistrate, he had constant opportunities of visiting those schools and examining their students in the different districts of the North-Western Provinces and Oudh, to which he had been posted. He was also, for some years, Secretary of the Scientific Society at Aligarh. While serving at Bijnor, he submitted, in 1882, a statement containing some answers to the questions suggested for the examination of witnesses before the Indian Education Commission.

28. Kempson, Mathews

He came to India in 1857 as an Under-Master in Mr. Madock's school at Mussoorie; entered Education Department of the North-Western Provinces in December 1858 and was posted as Principal and Secretary, Local Committee of Public Instruction, Bareilly College; appointed Inspector of Public Instruction for the second (Agra) Circle, October 1861; succeeded Henry Stewart Reid, as Director of Public Instruction of the North-Western Provinces, in February 1862; on amalgamation of Oudh with the North-Western Provinces in 1877, became Director of Public Instruction, North-Western Provinces and Oudh; retired from service in March 1878.

29. La Touche, Sir James John Digges (1844-1921)

Born on 16 December 1844; educated at Trinity College, Dublin; appointed to the Bengal Civil Service and arrived in India, Decem-

ber 1867; served in the North-Western Provinces as Assistant Magistrate and Collector, and Assistant Settlement Officer till December 1871, when his services were placed at the disposal of the Government of India in the Foreign Department; Settlement Officer, Ajmer-Merwara, December 1871; also served as Officiating Assistant Commissioner of Beawar and Officiating Deputy Commissioner, Ajmer; services replaced at the disposal of the Government of the North-Western Provinces, August 1875; and appointed District Superintendent of Police, first grade, Bulandshahr, September 1875; served subsequently in various districts in officiating appointments as Settlement Officer, Magistrate and Collector, and District and Sessions Judge and was promoted to Joint Magistrate of the first grade, July 1882; Settlement Officer of the first grade and placed in charge of the settlement operations in the Gorakhpur District, November 1883; left North-Western Provinces on 21st August 1886 and served in Minbu, Upper Burma as Commissioner, September 1886; rejoined the North-Western Provinces and Oudh as Magistrate and Collector, April 1890; Member of the Provincial Legislative Council, December 1891; Commissioner and Agent, Benares, April 1893; Chief Secretary to the Government of N. W. P., December 1893; C.S.I., January 1896; Member, Board of Revenue, December 1896; Additional Member of the Governor-General's Legislative Council, October 1897; and again, January 1899; Officiating Lieutenant-Governor of the North-Western Provinces, May to November 1898; confirmed, November 1901; K.C.S.I., November 1901; retired from service on 1 January 1907; Member of Council of India, 1907-14; died on 5 October 1921.

He is the author of *Gazetter of Ajmer Merwara*.

30. Macleod, Sir Donald Friell (1810-1872)

Born at Fort William, Calcutta, on 6 May 1810; son of Lieutenant-General Duncan Macleod; went to England in 1814; in October 1819, entered the high school at Edinburgh; entered Haileybury in 1826 where he became a friend of John Lawrence; was appointed to the Bengal Civil Service and reached Calcutta in December 1828. Served for a time as Assistant to the Joint Magistrate at Monghyr; passed a short time with Colonel William (afterwards Sir William) Sleeman on the special service created by Lord William Bentinck for the suppression of the thugs and dacoits in 1831; the same year he was removed to Saugor and Nerbudda where he remained as administrator till 1840; assumed special charge of the Jubbulpore District; appointed Collector and Magistrate for Benares in 1843; succeeded John Lawrence as Commissioner at Jullundur in 1849; became Financial Commissioner of the Punjab in 1854; throughout the

revolt remained at Lahore and at its close, was created C.B. in 1858; returned to England in 1859; was back at Lahore the following year, and President of the Famine Relief Committee in 1861; became Lieutenant-Governor of the Punjab in 1865; was made K.C.S.I. in 1866 and retired from service in 1870; returning to England, interested himself in philanthropic movements, and was Chairman of the Sind, Punjab, and Delhi Railway; died on 28 November 1872 in St George's Hospital, London.

Macleod was keenly interested in education. He advocated a greater encouragement of oriental studies, and the promotion of the acquisition of Western knowledge through Indian languages. His services to Indian education were acknowledged by the Court of Directors in a Minute in 1855.

31. Max-Muller, Friedrich (1823-1900)

Born at Dessau, Germany, on 6 December 1823; son of the Poet Wilhelm Mullar; educated at Dessau and Leipsic, Universities of Leipsic and Berlin; studied under Bopp and Schelling at Berlin, and under Burnouf at Paris; came to England, 1846; commissioned by the Directors of the East India Company to edit the Sanskrit classic, the Rigveda, with Sayana's commentary; lived at Oxford from 1848; Deputy Taylorian Professor of Modern European Languages in 1850, and substantive Taylorian Professor in 1854; Curator of the Bodleian Library, 1856; Fellow of All Soul's 1858; first Professor of Comparative Philology from 1868; made researches in comparative mythology and comparative study of religions; edited, from 1875, the series of "Sacred Books of the East;" 51 volumes of translations of Oriental religious works; brought out Sanskrit works and lectures, and helped Sanskrit scholars; literary adviser to Oxford University on Indian subjects, 1877-98; Privy Councillor; received many honours from Governments, Universities, and learned bodies; a leading member in Oriental Congresses, and President of the International Congress of Orientalists, 1892; died at Oxford on 28 October 1900.

Max-Muller was distinguished for his great literary and social qualities. His works are numerous. Reference has already been made to his Sacred Books of the East Series. His other important works are *History of Ancient Sanskrit Literature*, 1859; *The Science of Languages*; *Science of Religion*; *The Origin and Growth of Religion*, 1872; *India What can it Teach us?* 1883; *Chips from a German Workshop and Auld Lang Syne*; on his death a fund was raised to perpetuate his memory at Oxford by providing for the promotion of Oriental learning and research.

32. Monier-Williams, Sir Monier (1819-1899)

Born at Bombay on 12 November 1819. Son of Colonel Monier-Williams, Surveyor-General, Bombay Presidency. He went to England in 1822, where he was educated at private schools at Chelsea and Brighton, and afterwards at King's College School, London. He matriculated at Oxford in March 1837, but did not go into residence at Balliol College till 1838. Having received a nomination to a writership in the East India Company's Civil Service in November 1839, he passed his examination at the East India House in December. He then left Oxford and went into residence at the East India Company's College, Haileybury, in January 1840. While he was about to leave England, news reached that his youngest brother had been killed in Sind. This entirely changed the course of his career; for, yielding to the urgent desire of his widowed mother that he should not leave the country, he decided to relinquish his appointment and remain in England. He returned to Oxford in May 1841; but as Balliol was full, and no provision existed in those days for out-college residence, he joined University College. He now entered upon the study of Sanskrit under Professor Horace Hayman Wilson, and gained the Boden Scholarship in 1843. Graduating in the following year, he was appointed to the Professorship of Sanskrit, Persian and Hindustani at Haileybury. This office he held till the college was closed in 1858 and the teaching staff was pensioned off. After spending two or three years at Cheltenham, where he held an appointment at the College, he was elected Boden Professor of Sanskrit in the University of Oxford by the convocation in December 1860, when Professor Max-Muller was his opponent.

In the early seventies, Monier-Williams conceived the plan or founding, at Oxford, an institution which should be a focus for the concentration and dissemination of correct information about Indian literature and culture. He first proposed and advocated this project in a Congregation of the University of Oxford, held on 13 May 1875. The object of that Congregation was to provide special teaching for the Indian Civilian residents at Oxford. With a view to enlisting the sympathies of leading Indian Princes and Chiefs in his scheme, he undertook three journeys to India. In the autumn of 1875, the Boden Professor obtained leave from the Vice-Chancellor, and undertook, at his own expense, his first journey to India, making provision during his absence for the stipend of a Deputy Professor in accordance with the terms of the Boden Statute. In India he held meetings in many of the large cities, such as Bombay, Calcutta, Delhi, Lahore, explained the nature of his project, and asked for aid. The proposal was received with favour and approbation by the Prince of Wales, then in India, and was promised support by Lord

Northbrook, then Governor-General, by many eminent members of the Civil Service and by the leading Indian Princes and Chiefs. On his return to England, Monier-Williams gave several public lectures, and put forth a printed statement of his work.

Towards the close of 1876, Monier-Williams came to India, a second time, extending his journey to the extreme south, and to Ceylon. Everywhere he met with similar encouragement. Soon after his return from his second journey, he published a second statement, and gave lectures and addresses, not only in Oxford, but in London and different towns of England, striving to arouse an interest in Indian subjects and labouring to show that possession of so vast an empire involved two special duties, first, the formal recognition of Indian studies at British Universities, and secondly, the establishment of institutions at great centres of education, the direct object of which should be to develop a taste for Indian languages and literature, to assist and direct all, engaged in Indian studies to disseminate correct information on Indian subjects, and generally to make India and England better known to each other.

The project of founding an Indian Institute at Oxford received the approval and support of the Queen and the Royal Princes, who graciously became contributors to the Fund. He succeeded in obtaining promise of pecuniary support from numerous well-wishers, both British and Indian, to the undertaking. Among the prominent Indian contributors to the Fund, mention may be made of the following:—Maharani of Vizianagram, Maharani Surnomoyee, Maharani of Balrampur, Maharajas of Travancore, Kashmir, Cochin, Patiala, Benares, Darbhanga, Hutava, Cooch Behar, Kolhapur, Burdwan, Bhaunagar, Balrampur, Gaikwar of Baroda, the Nizam of Hyderabad, Babu Debendranath Tagore, Munshi Lachman Sarup, Shri P. Rutnavelu Chetti, Shri W. C. Banerjea and Babu Durga Charan Law. His persevering efforts were so far crowned with success that he collected a fund which finally amounted to nearly £34,000. By rare tenacity of purpose he succeeded in overcoming all the great difficulties in his way, and the Indian Institute at last became an accomplished fact. The corner stone was laid by the Prince of Wales on 2 May 1883. The building was erected in three instalments, the first being finished in 1884 and the last in 1896, when the Institute was formally opened by Lord George Hamilton, the Secretary of State for India. Monier-Williams subsequently presented to the library of the Institute a valuable collection of about 3,000 Oriental manuscripts and books.

It may incidentally be mentioned that in 1886 the Government of India founded six state scholarships for study in England, exclu-

sively for Indians. This scheme was originally mooted by Monier-Williams during his third and last journey to India which he undertook in 1883. While in Calcutta, he submitted to the Government of India a proposal for the establishment of six Government scholarships in connection with the Indian Institute at Oxford. He suggested that two students should be sent from India every year during the years 1884, 1885 and 1886 and the Government should grant them £200 each annually for three years, the cost of their passage to England being also paid to them at the rate of £100 each. Although the proposal resulted in founding in 1886 of six Government Scholarships tenable for three years in England exclusively for Indians, the arrangement that the scholars should reside in the buildings of the Indian Institute at Oxford became impracticable owing to the decision of the University of Oxford not to allow the buildings to be used for residence.

Monier-Williams was a Fellow of Balliol College from 1882 to 1888; was elected an honorary Fellow of University College in 1892, and was keeper and perpetual Curator of the Indian Institute. He received the honorary degree of D.C.L. from Oxford in 1875, of LL.D. from Calcutta and of Ph. D. from Gottingen. He was knighted in 1886, and became a K.C.I.E. in February 1887, when he assumed the additional surname of Monier. He died at Cannes on 11 April 1899.

Monier-Williams' activity as a scholar was directed mainly towards the practical side of Sanskrit studies, and to the diffusion in England of a knowledge of Indian religion.

He is the author of *Sanskrit Grammar*, 1846; *English-Sanskrit Dictionary*, 1851; *Sakuntala*, text, 1853; Translation, 1857; *Vikramorvasi*, text, 1855; *Introduction to Hindustani*, 1858; *Application of Roman Alphabet to Indian languages*, 1859; *Bagh-o-Bahar*, 1859; *Study of Sanskrit in Relation to Missionary Work*, 1861; *Sanskrit Manual*, 1862; *Indian Epic Poetry*, 1863; *Practical Hindustani Grammar*, 1864; *Sanskrit-English Dictionary*, 1872; *Practical Sanskrit Grammar*, 1876; *Hinduism*, 1877; *Modern India and Indians*, 1878; *Nalopakhyaṇa*, 1879; *Religious Thought and Life in India*, 1883; *Holy Bible and Sacred Books of the East*, 1886; *Buddhism*, 1890; *Brahmanism*, 1891; *Indian Wisdom*, 1893; *Reminiscences of Old Haileybury College*, 1894; and *New Sanskrit-English Dictionary*, 1899.

33. Monteath, Alexander McLaurin

Educated at Edinburgh Academy, Edinburgh University, and Haileybury College; appointed to the Bengal Civil Service and arrived in India, 1857; Assistant Magistrate and Collector, Allahabad, 1858;

Assistant Secretary to Government of the North Western Provinces, 1859; Under Secretary to the Government of India in the Financial and Home Departments, 1861; Director-General of the Post Offices of India from 1867 till his retirement in 1881, during which period he was placed for about two years on postal duty in England, including the representation of India at the Postal Conference at Berne in 1876; C.S.I., January 1877; compiled, in 1862, a *Note on the State of Education in India*, and another in 1867 (concerning the period 1865-66), which was circulated to all Local Governments and Administrations so that each Government could be in a position to compare the results of its own operations with those of other administrations. It is of great use as a manual of reference on the then existing state of education in India.

34. Muir, Sir William (1819-1905)

Born on 27 April 1819; educated at Kilmarnock Grammar School, Edinburgh and Glasgow Universities and Haileybury College; appointed to the Bengal Civil Service and arrived in India, December 1837; Settlement Officer in Cawnpore and Bundelkhand, 1840-43; Officiating Collector, Fatehpur, 1844-45; Secretary, Sadr Board of Revenue, 1847; Secretary to the Government of the North-Western Provinces, 1852; Member of the Board of Revenue, North-Western Provinces, 1856; during the Revolt was in charge of the Intelligence Department at Agra; Secretary with Lord Canning at Allahabad for the North-Western Provinces, 1858; reverted to Board of Revenue, 1859; Member of the Legislative Council of the Governor General, 1864; Secretary to the Government of India in the Foreign Department, 1865; K.C.S.I., February 1867; Lieutenant-Governor, North-Western Provinces, 1868-74; Financial Member of the Council of the Governor-General of India, 1874-76; Member of Council of the Secretary of State, 1876-85; Principal, Edinburgh University, 1885-1902; Hon. D.C.L. of Oxford and LL.D. of Glasgow and Edinburgh; Ph.D. of Balogna; died on 11 July 1905.

He is the author of *Life of Mahomet and History of Islam to the Era of Hegira*, 1858; *Caliphate, its Rise, Decline, and Fall, from Original Sources*, *The Mameluke Dynasty*; *The Koran, its Composition and Teaching*, and the Testimony it bears to the Holy Scriptures; *The Muhammadan Controversy*, 1897; a pamphlet on indigenous education in Fatehpur, 1845; Papers on revenue settlement in the North-Western Provinces and Oudh; etc.

35. Muthuswami Aiyar, Sir Tiruvarur (1832-1895)

Born in the village of Vuchuvadi in Tanjore District, on 28 January 1832; received his education in Tamil and commenced his education

in English in the Mission School at Negapatam in 1846 and in Madras High School (later converted into the Presidency College); in 1854 obtained a first class certificate of Proficiency and secured the prize annually awarded in the name of Lord Elphinstone for the best essay in English; passed first in the examination held by the Council of Education in which students from all Schools in the Presidency were permitted to compete, and obtained the highest reward of Rs 500 offered to the most successful candidate, and his name was published in the *Fort St. George Gazette* as one eligible for any appointment in the Government service; B.L. of Madras University; served from May 1854, in various subordinate posts, in the Madras Educational, Revenue and Judicial Departments; Deputy Collector Inam Commission, Tanjore, July 1859; Principal *Sadr Amin*, Mangalore, July 1865; Magistrate of Police, Madras, November 1868; Judge of the Court of Small Causes, Madras, May 1871; during the period 1871-1878 learnt German with a view to add to his knowledge of law; Fellow of the University of Madras, April 1872; on duty at the Imperial Assemblage at Delhi, January 1877; made C.I.E. in recognition of his distinguished services in the Judiciary, January 1878; Officiating Judge, High Court of Judicature, Madras, July 1878 and confirmed, August 1883; acted as Chief Justice in July-August 1891; K.C.I.E., May 1892; died on 25 January 1895.

36. Nesfield, John Collinson (1836-?)

Born on 14 August 1836; educated at Merton College, Oxford; originally served as Headmaster of St Paul's School, Darjeeling, from June 1864 to January 1867; entered the Educational Service in January 1867 and served in Bengal as Professor, Krishnagarh and Presidency Colleges; served in Lower Burma as Director of Public Instruction and Inspector of Schools from May 1872; transferred to Oudh in March 1874, and served as Director of Public Instruction; Principal, Benares College, May 1878; Inspector of Schools, Oudh Division, November 1879; gave evidence before the Provincial Committee for the North-Western Provinces and Oudh of the Indian Education Commission, August 1882; Fellow of the Allahabad University, November 1887; Member of Syndicate, Allahabad University, February 1888; Inspector of Schools, second circle, North-Western Provinces and Oudh, June 1889; Director of Public Instruction, North-Western Provinces and Oudh, August 1892; retired from service in October 1894.

He is the author of *An Essay on the Historical Credibility of the Mahabharata*, *Calcutta Review*, 1869; *An Essay on the Kanjar Tribe*, 1882; *Two Essays on the Results of Primary Education in North-*

Western Provinces and Oudh, 1883; *Fire Customs and Traditions of Mankind*, two Essays, 1884; *Essay on the Tharu and Bagsha Tribes*, 1884; *Brief view of the Caste System of North-Western Provinces and Oudh*, 1885; *Two Essays on the Mushera Tribes*, 1888.

37. Peary Mohan Banerjee

Pleader, High Court, Allahabad; called to the Bar, 22 November 1865; Government pleader on a salary of Rs 100 per mensem; Secretary, Allahabad College Building Committee in August 1869; Honorary Magistrate, Allahabad 1871.

38. Pramoda Das Mittra

Son of Babu Baroda Das Mittra; Pramoda's ancestors belonged to the ancient and respectable family of Govinda Ram Mittra of Kumartoli, Calcutta. His great grand-father Anandamaya Mittra, who held the office of *Diwan* to the Collector of Rajshahi, left Calcutta on account of some family dispute and settled at Chaukhamba, Benares. Pramoda Das was educated in the English Department of the Benares College and passed the Entrance Examination of the Calcutta University in 1860, but the state of his health prevented his studying for the higher examination. He continued, however, to devote his attention to Sanskrit and English, in both of which languages he was an accomplished scholar. In 1863, he was appointed as Anglo-Sanskrit Professor of the Benares Sanskrit College, where he taught English, through the medium of Sanskrit, to the 1st class, consisting of eight Pandits. Besides his teaching work, he employed himself in the laborious and difficult task of continuing in the Bibliotheca Indica, Dr Ballantyne's translation of the *Sahitya Darpana* or Mirror of Composition. At the close of the year 1869, Pramoda Das resigned the appointment of Assistant Professor of the Benares College, after having been a credit to the college as pupil and teacher for upwards of twenty years. He was appointed an Honorary Magistrate, Benares, in May 1882. He became a Fellow of the Allahabad University, November 1887, and continued to be a Fellow till 1901. The title of Rai Bahadur was conferred on him in June 1897.

39. Reid, Henry Stewart

Arrived in India, May 1846, and attached to the North-Western Provinces, January 1847; Assistant Magistrate and Collector, Muttra, November 1847; Officiating Secretary to the *Sadr* Board of Revenue, North-Western Provinces, October 1848; Assistant Magistrate and Collector, Saharanpur, November 1848; Officiating Joint Magistrate and Deputy Collector, Hamirpur, April 1849; Officiating Visitor-General of Schools, North-Western Provinces, February 1850,

and confirmed in the Post, January 1851; from 12 February 1855, designation of the appointment was changed to Director of Public Instruction, North-Western Provinces; was on special duty with Patiala's force to Dholpur with powers of Special Commissioner in November 1857, and as Secretary and Member of the Committee held at Nainital for framing rules and regulations for the new police in June 1860; Officiating Civil and Sessions Judge of Meerut, March 1864; appointed Magistrate and Collector, Moradabad from March 1864 (continuing to officiate as Civil and Sessions Judge); Officiating Civil and Sessions Judge, Farrukhabad, May 1864; Officiating Civil and Sessions Judge, Allahabad, November 1864; services placed at the disposal of the Government of India in the Foreign Department for employment in Oudh, March 1865; Commissioner, Baiswara Division, April 1865; Commissioner, Fyzabad Division, February 1866; held charge of the office of Financial Commissioner, Oudh, January 1867; Officiating Judicial Commissioner, Oudh, January 1867; reverted to Commissioner, Fyzabad Division, February 1867; appointed by the Bengal Government to be an Honorary Member of the Commission to inquire into the prospects of tea cultivation, November 1867; Commissioner, Lucknow Division, May 1868; services replaced at the disposal of the Government of the North-Western Provinces, July 1868; Officiating Junior Member, Board of Revenue, North-Western Provinces, July 1868; confirmed as Junior Member, Board of Revenue, North-Western Provinces, August 1868; Senior Member, Board of Revenue, North-Western Provinces, November 1871, which appointment he appears to have held till 1880.

40 Saiyid Ahmad, Sir (1817-1898)

Born at Delhi on 17 October 1817 in an illustrious family which had held high offices under the Mughal Emperors. Although he received no regular schooling, Saiyid Ahmad was given education which was traditionally due to Muslim boys of good family. He acquired a good knowledge of Persian and Arabic, not to mention Urdu, and an intimate acquaintance with the religious teachings of Islam. In 1836 his father, Saiyid Muhammad Taqi died and he was invested by Bahadur Shah, the last of the Mughals, with his grand-father's titles. It seemed reasonable to anticipate that he could carry on the family tradition and soon occupy a position of importance at Court. Saiyid Ahmad, however, decided to serve under the British and on 13 January 1842 entered the Judicial Service of the North-Western Provinces.

In his spare time, Saiyid Ahmad devoted himself to antiquarian research and in 1844 published the *Asar-us-Sanadid*, or "The Traces of the Great". This book contains interesting descriptions of the ruins

of ancient Delhi and accounts of some of the saintly men who lived in Delhi when Saiyid Ahmad was young. It also gives accounts of some of the poets of Urdu and Persian. The book attracted little notice till it was translated into French by M. Garcin de Tassy, and it was on the strength of this work that Saiyid Ahmad was elected an Honorary Member of the Royal Asiatic Society in 1864.

Saiyid Ahmad's good work in the Judicial Department won official recognition and in December 1854, he was promoted to the office of *Sadr Amin*. During the revolt of 1857, Saiyid Ahmad was serving at Bijnor and was instrumental in saving the lives of a number of English Officials, with their families, for which he earned their lasting gratitude. The distressing experience which he had undergone during the revolt had a profound effect on Saiyid Ahmad and turned his thought to the deeper issues of social and political life. He set himself to examine the causes which had led up to the events of 1857 and wrote a pamphlet in Urdu, *Asbab-i-Baghawat-i-Hind* or "The Causes of the Indian Revolt (1858)." In this pamphlet, he suggested means to bring about mutual understanding between the rulers and the ruled. According to him, education was the one remedy which could produce this result. As soon as he arrived at this conclusion he began work on that basis. While serving at Moradabad, as Principal *Sadr Amin*, to which office he was promoted in July 1858, he opened there a school for elementary education by subscriptions collected from the people. It flourished for some time, and was finally converted into a *tahsili* school.

In 1862, Saiyid Ahmad was transferred to Ghazipur, where he and Graham* met for the first time. As Graham had a taste for literary work, he willingly gave his active cooperation and support to Saiyid Ahmad in establishing a society for translating useful books from English into Urdu. Saiyid Ahmad had felt the need for such a society when he started his school at Moradabad in 1859, but the idea took a definite shape at Ghazipur where, in January 1864, a society was formed, which later developed into the Scientific Society of Aligarh. This society did very useful work in enriching Urdu with translations of scientific works and of books on general knowledge.

From Ghazipur, Saiyid Ahmad was transferred to Aligarh in April 1864. His official connection with this district was an important turning-point in his future career. In the city and neighbourhood there resided many old and aristocratic families, amongst whom were men of great learning, well versed in Islamic culture. Saiyid Ahmad's association with them proved of great value. They were gradually infected by his zeal for engrafting modern knowledge upon Islamic learning, and he found in them eventually a body of

*Captain George Farquhar Irring Graham (his biographer).

influential supporters to his plan for education. His endeavours to promote modern education among the members of his community were officially recognised on 20 November 1866, when the Viceroy, Lord Lawrence, decorated him with a gold medal and presented him with a complete set of the works of Lord Macaulay.

In January 1867 his salary rose from Rs 400 to Rs 500 and in April 1867, he was serving in the first grade as Principal *Sadr Amin* on a salary of Rs 800. In this year came another transfer on promotion to the office of Judge of the Small Cause Court, Benares, on 19 July 1867. Here, too, he continued his advocacy of the study of western arts and sciences.

Two years later, on the suggestion of Graham, he decided to accompany his two sons, who were proceeding to England for higher studies. He took long leave and sailed with his two sons for England in April 1869 from Bombay. He thoroughly enjoyed the voyage and made friends with several passengers, including Miss Mary Carpenter, who was returning to England after her second visit to India in connection with the advancement of female education. In the course of his travels, Saiyid Ahmad found time to send graphic accounts, in Urdu, of his journey to and stay in England to the Scientific Society at Aligarh, which were published in the *Aligarh Institute Gazette*. The series of letters contributed by him show that Saiyid Ahmad was a shrewd observer of men and things. He was particularly impressed by the efficiency of English schools and Universities and by the comparatively high standard of education among the masses.

While in England, he was made C.S.I. in June 1869 and was presented with the insignia of the Order by the Duke of Argyll, the then Secretary of State for India.

At the close of 1870, Saiyid Ahmad, after an absence of about eighteen months, returned to India and resumed his post at Benares. His visit to England had given definite shape to rough plans which he had already conceived for the encouragement of higher Muslim education. He decided to establish a residential college at Aligarh on the model of those at Oxford and Cambridge. The object of this College at Aligarh was that the proposed institution should provide adequate means of instruction to Muslim boys in the English language and the Western sciences and, at the same time, impart religious and oriental instruction considered essential by the Muslim community. He believed that such an institution would produce young men of

character and capacity, who would be able to play an important part in public life. Aligarh was especially chosen by him on account of its geographical situation and sanitary advantages, and also in consideration of the fact that the town of Aligarh did not possess any of those temptations which make larger cities like Delhi, Agra, Lucknow or Lahore unfit for the residence of young men, especially when away from parental supervision.

Before taking steps to put his plans into execution, he formed a committee of the more enlightened members of his community—a Committee for the Better Diffusion and Advancement of Learning among the Muhammadans of India—and also the Muhammadan Anglo-Oriental College Fund Committee, with its headquarters at Benares. He acted as Secretary to both the Committees. In July 1872, the Government of the North-Western Provinces forwarded to the Government of India, a report prepared by the former Committee together with a copy of Rules for the guidance and management of the Muhammadan Anglo-Oriental College Fund Committee. The report is remarkable for the wide divergence of opinion regarding Muslim education which then prevailed among the Muslims themselves. The Government of India perused this report with great interest and observed that "this movement on the part of the Muhammadans of Upper India is entitled to every encouragement which the Government can give, and reflects the highest credit on Saiyid Ahmad Khan Bahadur and those associated with him for the attainment of such a laudable object." In March 1873, Saiyid Ahmad submitted to the Government a copy of the scheme of studies proposed to be adopted at the college and schools which the Committee desired to establish. Although Government was willing to recognise the scheme for establishing schools and College, it rejected the proposal of founding a sectarian University on the ground that it was contrary to the general educational policy of the Government to give any encouragement to a project for constituting a Muslim University or to leave room for any expectation that a scheme for a sectarian University might eventually receive aid or status from the Government. Consequently, Saiyid Ahmad agreed not to use the term "University" for his proposed institution.

Saiyid Ahmad began to appeal for funds to start the proposed institution and met with a fair amount of encouragement. His plans matured in 1875, when Sir William Muir, who was then the Lieutenant-Governor of the North-Western Provinces, performed the opening ceremony of the institution which began in a small way with the formation of a few school classes at Aligarh. In the following year, Saiyid Ahmad retired on pension, and made Aligarh his home, so that he could devote the rest of his life to the care and development

of the institution which he had conceived and for the building and endowment of which he had collected funds. On 8 January 1877 the foundation-stone of the new buildings which were to house the college proper, was laid by the Viceroy, Lord Lytton.

In 1878, Saiyid Ahmad was appointed a Member of the Imperial Legislative Council and was renominated in 1880 by Lord Ripon for a further period of two years. He was also a member of the Indian Education Commission (1882). But after a short period Saiyid Ahmad resigned his membership of the Commission and his place was taken by his son, Saiyid Mahmud. He was made a Fellow of the Allahabad University on 15 November 1887 and was also a Fellow of the Calcutta University. He was a member of the Asiatic Society of Bengal. For his eminent services in all these capacities, he was created a Knight Commander of the Most Exalted Order of the Star of India on 1 January 1888. He died on 27 March 1898.

41. Shiva Prasad, Raja (1823-1895)

Shiva Prasad was born in 1823. His father Gopi Chand died when he was eleven or twelve years of age. He owed his education, though very scanty, to the Benares College, and was mostly self-educated. As early as in the seventeenth year of his age, he was appointed a vakil of Maharaja of Bharatpur; but as he could not pull on well with the Bharatpur Darbar he left the service and returned home. When the first Anglo-Sikh war broke out, Shiva Prasad took service in the Persian Department of the Government of India and accompanied William Edwards, then Under Secretary to the Government of India in the Foreign Department, to Ferozepur. He rendered useful service in the war and in the subsequent negotiations. When Edwards was appointed Superintendent of Hill States, Shiva Prasad accompanied him as *Mir Munshi* (November 1847) of the Simla Agency. In this appointment he rendered very zealous and able services and was able to organise a system of education for the inhabitants of the hills. In July 1849, Shiva Prasad was appointed *sarishtadar* in the same Agency. He resigned the appointment in October 1852 with the idea of accompanying Edwards to England; but circumstances connected with his family prevented him from doing so. In March 1854, he accepted appointment as *Mir Munshi* of the Benares Agency and rendered great assistance to Henry Carre Tucker, the then Commissioner and Agent to the Governor General at Benares. About Shiva Prasad, Tucker says "Ever since I have been at Benares, he has been my right hand in all educational and translation and many other miscellaneous matters."

His activities in the educational field attracted the attention of the Lieutenant-Governor of the North-Western Provinces, who

specially selected Shiva Prasad for the post of Joint Inspector of Schools in the Benares circle. He took up this appointment in February 1856 and carried on the duties of his position with great tact and energy. H. S. Reid, Commissioner of Baiswara, Oudh, late Director of Public Instruction, North-Western Provinces, mentions in his memo., dated 7 November 1865 as follows: "I believe that Baboo Shiva Prasad's services in the Education Department have been very remarkable and eminent. He has carried the people thoroughly with him. He has devoted his best energies to the promotion of vernacular education and the formation of a vernacular literature. His literary industry has been very great. He has not measured his works by the terms of his bond, but has given his leisure as well as office hours to the State".* He was made a C.S.I. in May 1870 and appointed Inspector of Schools in third grade in December 1870. The title of "Raja" was conferred on him in March 1874 as a personal distinction and was declared hereditary in February 1887. *The Civil List of the North-Western Provinces* of October 1877 mentions the Raja holding the appointment as Inspector (third grade), second circle, Agra, on a salary of Rs 1,000. He retired from Government service after serving the State for thirty years on the full pension of Rs. 5,000 per annum, maximum allowed to the uncovenanted officers.

He was a member of the Governor-General's Legislative Council in 1882-83 and Fellow of the Allahabad University from November 1887. He had an estate in pargana Dehat Amanat of the Benares District and some waste land in the Gorakhpur District. He died at Benares on 23 May 1895.

His literary work was chiefly devoted to the popularisation of Hindustani as a colloquial language midway between the Persianised Urdu on the one hand and the Hindi of the Pandits on the other. His works number thirty-two, of which eighteen are in Hindi, and the rest in Urdu. Many of them are school books, such as a translation of *Sandford and Merton*; and others are historical or philological.

42. Temple, Sir Richard (1826-1902)

Born on 8 March 1826; son of Richard Temple, of the Nash, Kempsey, Worcestershire; educated at Rugby and Haileybury; appointed to the Bengal Civil Service in 1846 and arrived in India, January 1847; served in the North-Western Provinces and the Punjab in the grades of Assistant Commissioner and Assistant Magistrate and Collector; Settlement Officer, Trans-Sutlej Division, 1852; Secre-

tary to Chief Commissioner, Punjab, 1854; Commissioner of Lahore, 1859; Chief Commissioner of Currency, and Chief Assistant to the Financial Members of Council, Mr James Wilson and Mr Samuel Laing from 1860; Officiating Chief Commissioner of the Central Provinces, April 1862, in which post with some brief interludes he remained until April 1867; C.S.I., 1866; K.C.S.I., 1867; Resident at Hyderabad, April 1867; Financial Member of the Council of the Governor-General of India, April 1868 to April 1874; President of the Statistical Committee, 1868. In January 1874, he was appointed by Lord Northbrook to superintend the relief operations in the famine districts of Bengal; and was Lieutenant-Governor of Bengal, April 1874 to January 1877. This was the first occasion on which complete measures were taken by the Government to combat famine. He was made a Baronet in 1876. In January 1877, he was deputed by the Government of India to Madras and Bombay to advise on the famine relief operations required in those Presidencies and retired from Civil Service in 1877.

He assumed office of the Governorship of Bombay in April 1877; G.C.S.I., January 1878; despatched thence the Indian troops to Malta in 1878, and afforded great assistance in the movements connected with the Afghan War; made over charge of the office on 13 March 1880 and sailed for England the same day to contest the seat for East Worcestershire as a Conservative, but was unsuccessful. He subsequently sat in Parliament for the Evesham Division of Worcestershire, 1885-92, and the Kingston Division of Surrey, 1892-95; for some years he was member (1884-94), Vice-Chairman (1885-88) and Chairman of the Finance Committee of the London School Board; in January 1896, he was sworn as a member of the Privy Council and retired from Parliament; died at Heath Brow, Hampstead, on 15 March 1902.

He travelled largely and presided over and addressed many scientific and religious societies and associations connected with India. His activity and energy of mind and body and the enormous capacity for work which has distinguished him in India were maintained to the last. His kindness of heart, geniality and moderation made him generally popular throughout his career.

His literary works include: *India in 1880*; *Men and Events of My Time in India*, 1882; *Oriental Experience*, 1883; *Cosmopolitan Essays*, 1886; *John Lawrence*, 1889; *Journals Kept in Hyderabad, Sikkim and Kashmir*; *James Thomason*, 1893; *Life in Parliament*, 1893; *The Story of My Life*, 1896; *A Bird's-eye View of Picturesque India*, 1898.

43. Thibaut, George Frederick William (1848-1914)

Born at Heidelberg on 20 March 1848; son of Karl Thibaut, Librarian of the University, Heidelberg, and himself son of the celebrated Jurist, A. F. J. Thibaut; educated at the Gymnasium, Heidelberg and the Universities of Heidelberg and Berlin; went to England, 1871; acted as Assistant to Prof. Max-Müller at Oxford; entered the Educational Service of the North-Western Provinces as Anglo-Sanskrit Professor in the Benares College, March 1875; Inspector of Schools, January 1878; Principal, Benares College, November 1879; Professor of English Literature, Muir Central College, Allahabad, October 1888; also Superintendent of Sanskrit studies in the North-Western Provinces and Oudh, January 1893; Principal, Muir Central College, July 1895; C.I.E., January 1906; retired from Government service, April 1906; appointed Professor of Ancient Indian History and Culture, Calcutta University, 1907; died in November 1914.

His literary work has been done chiefly in the Departments of Indian Philosophy, Astronomy, and Mathematics and his more important publications are: *On the Sulvasutras*, 1875; *The Sulvasutra of Baudhayana*, with translation, 1875; *The Arthasangraha*, a treatise on *Purva Mimamsa*, with translation, 1882; *The Panchasiddhantika*, the astronomical work of Varaha Mihira, with translation (in collaboration with Pandit Sudhakara Dwivedi), 1889; *The Vedanta Sutras*, with Sankara's Commentary, translated "Sacred Books of the East" (vol. 48), 1904. He edited (with R. Griffith) the "Benares Sanskrit Series" of which more than 100 fasciculi have appeared.

44. Thomson, Alexander (1836-?)

Born on 10 December 1836; entered the Educational Service as Senior Inspector of Schools in Oudh, August 1866 and acted as Director of Public Instruction in 1866 and 1868; on the amalgamation of Oudh with North-Western Provinces, served as Professor of English Literature in the Agra College, April 1877; confirmed, September 1878; services lent to the Managing Committee, Agra College, and appointed Principal of the College, July 1883; retired from service in April 1892.

45. White, Edmund (?-1918)

Educated at Edinburgh University; appointed to the Bengal Civil Service and arrived in India, 4 December 1867; served in the North-Western Provinces as Assistant Magistrate and Collector, Joint Magistrate and Deputy Collector and Officiating Magistrate and

Collector; Officiating Cantonment Magistrate of Bareilly, February 1880; Deputy Superintendent of Census operations in the North-Western Provinces and Oudh, April 1880, also Under Secretary to Government in the Census Department; on special duty in connection with Census, September 1882; Officiating Director of Public Instruction, North-Western Provinces and Oudh, December 1884; confirmed, June 1885; appointed Member of Council of the Lieutenant-Governor for making Laws and Regulations, February 1889; retired from service in August 1892; died on 28 February 1918.

He is the author of *Report on the Census, North-Western Provinces and Oudh*, 1881.

46. Wright, William Henry (1840-?)

Born on 22 April 1840; educated at Corpus Christi College, Cambridge; graduated in Honours in Mathematical Tripos of January 1864; for about two years, was on the teaching staff of the Cheltenham College; appointed to the Education Department of the North-Western Provinces, August 1867, and served as Professor of English Literature, Benares College, December 1867; attached to Muir Central College, Allahabad, July 1872; Principal, Bareilly College, December, 1873; on the abolition of the Bareilly College, appointed Professor in the Muir College in January 1877, where he worked as Professor of History, Philosophy and English Literature and also held charge of the current duties of the Principal from June 1885 to July 1886; Principal, Benares College, October 1888; retired from service in July 1897.

He is the author of *A Practical Course of Elementary Prose Composition for the Use of Colleges and Schools*, 1869; *Readings in English Prose for the Anglo-Vernacular Colleges and Schools in the North-Western Provinces*, Fifth and Sixth Books, 1871; *Readings in English Poetry, Parallel to English Prose*, First, Second and Third Books, 1871; *Handbook of the Educational Department, North-Western Provinces, together with Short Histories of the Colleges and Chief Government Schools*, 1876; *The Muir Central College, Allahabad, its Origin, Foundation and Completion*, 1886.

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